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ABSTRACT

This compilation of approximately 100 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately 80 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical eductors. The Education Commission of the States is profiled. (CT)

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Resources in Vocational Education 13

1980 Volume 13 Number 2

ED201881

CE029 014

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Editor: Patricia Arthur

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED182499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED189445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED 190848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED 174781

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED189362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Funding Information

Project Title: National Center for Research in Vocational Education, Dissemination and Utilization Function

Contract Number: 300780032

Project Number: 498MH00014

Educational Act under Which the Funds Were Administered: Education Amendments of 1976, P.L. 94-482

Source of Contract:
U.S. Department of Education
Office of Vocational and Adult Education
Washington, DC

Contractor:
The National Center for Research in
Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director: Robert E. Taylor

Disclaimer: This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ED 181 219 CE 023 729
Matejic, Denise M.
Helping Families Adjust to Economic Change. A Project Report.
Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.
Report No.—XY2123
Pub Date—79
Contract—82-2-61104(21)
Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.
Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.
Identifiers—Income Groups, New Jersey

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Clearinghouse accession number.

Author(s).

Title.

Organization where document originated.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Date published.

Contract or Grant Number.

Descriptive Note (pagination first).

Alternate source for obtaining documents.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

ERIC Document Reproduction Service (EDRS) Availability. "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents" in the most recent issue of RIE.

Informative Abstract.

Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this secton are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 166 371 CE 018 583

Development of a Model for Distributive Education in Area Vocational Technical Schools in Missouri. Final Report. (Practical Arts and Vocational-Technical Education (PAVTE)).

Missouri Univ. Columbia

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Education, *Distributive Education, *Individualized Instruction, *Job Training, *Program Development, *Specialization, Advisory Committees, Career Exploration, Cooperative Education, Employment Patterns, Labor Needs, Models, Nontraditional Education, Occupational Clusters, Population Distribution, Program Descriptions, Program Guides, Secondary Education, Staff Role, Student Interests, Student Projects, Teacher Responsibility, Teaching Methods, Time Blocks, Vocational Education, Work Experience Programs

Identifiers—Missouri, School Stores

Based on an analysis of problems in Missouri's distributive education programs, labor market needs, and a literature review, this report introduces three models developed for area vocational-technical schools. Basic guidelines are suggested for specialized and performance-based programs. The performance-based programs encompass the following areas: project/laboratory method, nontraditional cooperative methods, block-time programs, advisory councils, and school store. The proposal advocates that programs be based on documented employment need and student interest and be designed to offer practical experience, establish direct business ties, and serve area students. To meet a diversity of area school needs in preparing students in specific job competencies, three models are identified. The first model presented, the metropolitan, offers many specialized programs for communities of 120,000 or more. The intermediate model is designed to serve populations between 20,000 and 120,000 and although similar to the metropolitan, offers fewer programs and specialized areas. The final model discussed, the isolated model, applies to communities of less than 20,000 and offers individualized instruction but no specialized programs. Implementation guidelines are provided for the steering committee, area school staff, instructors, and program structure. Appendixes contain twenty-three occupational clusters, synthesis of program visitations, and the Kesterson Model plan. (CSS).

ED 166 374 CE 018 637

Meeting the Needs of Teachers of Disadvantaged Programs in Pennsylvania. (Final Report.) Vocational-Technical Education Research Report. September 1978, Volume 16, Number 15.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Curriculum Development, *Economically Disadvantaged, *Educational Assessment, *Educationally Disadvantaged, *Teacher Characteristics, *Vocational Education, Ancillary Services, Cooperative Programs, Educational Diagnosis, Learning, Mainstreaming, National Surveys, Objectives, Postsecondary Education, Program Development, Program Evaluation, Program Improvement, Reports, Research Projects, Secondary Education, Self Contained Classrooms, Special Classes, Staff Development, State of the Art Reviews, State Surveys, Student Teacher Relationship, Success, Teacher Workshops, Teaching Skills, Vocational Education Teachers

Identifiers—Pennsylvania, United States

A study was conducted to determine the state of the art in vocational education programming for disadvantaged in Pennsylvania and the nation, and to develop materials to improve vocational programs for the disadvantaged. Project efforts focused on programs serving the academically/economically disadvantaged in regular classes, special classes, and co-op situations. Accomplishments stemming from the project objectives were (1) a national survey of mainstream, self-contained, and co-op programs for the disadvantaged, (2) a survey of Pennsylvania vocational education programs for the disadvantaged, (3) an identification/assessment system for disadvantaged learners, (4) an instructor profile for aid in staff-selection and development, (5) a preliminary curriculum guide, and (6) a secondary/postsecondary teachers' workshop that reviewed and further developed the guide. Project results found many successful programs for serving the disadvantaged. The use of an identification/assessment system was extremely limited with but a few models for examples. Successful teachers of the disadvantaged seemed to display more endurance, order, and deterrence than did less successful teachers of the disadvantaged. (Appendixes include a project abstract, the survey instrument, specific program tally sheet, adjective checklist, lesson plan format and supplemental skills curriculum topics, workshop evaluation instrument, third-party evaluation report, and other project materials.) (Author/CSS).

ED 166 377 CE 018 922

Perun, Pamela J. Bielby, Denise D.

Towards a Model of Female Occupational Behavior: A Human Development Approach. Revised Version.

Duke Univ. Durham, N.C. Dept. of Sociology. Duke Univ. Medical Center, Durham, N.C. Dept. of Psychiatry

Pub Date—78

Available from—Department of Sociology, Duke University, Durham, North Carolina 27706

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Behavior Theories, *Career Development, *Employed Women, *Employment Patterns, *Human Development, Behavior, Employment, Females, Labor Force, Models, Theories

After a discussion of the patterns of female labor force activity and the trend toward increased participation in the labor force by women between 1900 and 1975, this paper points to the need to re-examine traditional ideas about women and work and to develop a model of female occupational behavior based on a human development approach. Four theories, those of Roe, Holland, Ginzberg, and Super, which respectively represent the trait-factor, personality, self-concept, and vocational development theories of occupational behavior, are described. The theories are then evaluated for their applicability to women and for their relevance to a human development approach. Stating that Super's theory of vocational development comes closest to satisfying the developmental criteria but that it still has serious limitations, the paper concludes that either major revision of existing theory or formulation of new theoretical perspectives is necessary for the development of a model of female occupational behavior. Figures accompany the discussions of the four theories, and four pages of references are appended. (LMS).

ED 166 379 CE 019 027

Schonborn, Barbara G. O'Neil, Mary L.

Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students.

Women's Educational Equity Communications Network, San Francisco, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—300-77-0535

Note—34p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Discriminatory Legislation, *Equal Education, *Instructional Materials, *Sex Discrimination, *Vocational Education, Counselor Training, Educational Legislation, Educational Opportunities, Educational Resources, Educational Strategies, Federal Legislation, Females, Guidelines, Males, Postsecondary Education, Secondary Education, Teacher Education, Teaching Methods

Identifiers—Educational Equity

Addressed to vocational educators and counselors, this booklet contains four main sections. The first section includes definitions of terms in the area of sex equality in vocational education, an overview of the problems created by sex discrimination, and a discussion of the question: Where does vocational education lead? The second section describes the laws and activities that are helping to eliminate sex discrimination, including the following: Title II of the Education Amendments of 1976, Title IX of the Education Amendments of 1972, the Women's Educational Equity Act of the Education Amendments of 1974, Title IV of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964. The third section includes information about teacher and counselor training and about curriculum materials and methods that teachers may use in vocational education programs. The fourth section contains lists of print, nonprint, and human resources that are accessible to school personnel. The lists are divided into counselor training materials and methods; curriculum guides and programs; counseling and guidance materials; agencies and organizations; and books, reports, bibliographies, and other resources. (LMS).

ED 166 383 CE 019 048

Phillips, Eunice

Metrics for the Consumer. A Teacher Inservice Module for Secondary Level Consumer Education Units in Home Economics, Business Education, Social Studies and Related Areas.

Eastern Michigan Univ. Ypsilanti. Consumer Education Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Office of Consumers' Education. Michigan State Dept. of Education, Lansing

Pub Date—77

Available from—Michigan Consumer Education Center, Eastern Michigan University, University Library, Ypsilanti, Michigan 48197 ($6.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Behavioral Objectives, *Consumer Education, *Course Content, *Learning Activities, *Metric System, Inservice Teacher Education, Instructional Materials, Learning Modules, Resource Materials, Secondary Education, Teaching Guides

Identifiers—Michigan

This teacher-oriented learning module for secondary level consumer education teachers, the last in a series of three, was developed to provide information on the metric system and ideas for conveying this content to students. The module begins with a definition and general goals of consumer education, a rationale, an overview, ten module performance objectives, performance objectives over eight areas for learning the metric system by doing, and a pre-test. The next portion of the module covers the ten performance objectives and for each one (varying from one to three pages in length) includes content correlated with student learning activities. The areas of content covered include the following: history of the metric system, why the metric system should be used, and how metrics will affect our daily lives. The module then focuses on learning metrics by doing, and includes the following: an explanation of how to organize the class into eight groups, a list of supplies needed by each group, and worksheets containing learning activities for the groups. The learning activities cover eight areas, among which are mass, volume, temperature, and personal measurements. A posttest and a list of supplemental resources conclude this module. The appendix includes additional teaching materials, answer keys, and transparency masters. (EM).

ED 166 384 CE 019 062

Lee, Jasper S. And Others

Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage. Final Report.

Mississippi State Univ. Mississippi State. Dept. of Agricultural and Extension Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701166

Note—174p. ; Not available in hard copy due to reproducibility problems. For a related document see CE 019 063

Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Program Effectiveness, *Teacher Certification, *Teacher Education, *Teacher Recruitment, *Teacher Selection, *Vocational Education Teachers, Agribusiness, College Graduates, Data Analysis, National Surveys, Needs Assessment, Professional Personnel, Program Descriptions, Tables Data, Teacher Shortage, Training Methods, Vocational Education

Identifiers—Non Certified Vocational Agriculture Teachers

A project was developed to create a training procedure for preparing persons with non-teaching professional degrees to become teachers of vocational agriculture/agribusiness. The project involved (1) surveying state supervisors of agricultural education to determine the utilization made of persons with non-teaching professional degrees as teachers of vocational agriculture; (2) surveying state supervisors of agricultural education, teacher educators in agricultural education, and a sample of teachers to evaluate the strategies used in recruiting and training persons with non-teaching professional degrees to be teachers of vocational agriculture/agribusiness; and (3) developing, printing, and distributing procedures for recruiting, selecting, and preparing such persons as teachers of vocational agriculture/agribusiness. (These procedures are included in this document, along with the final report, and are also included separately in ERIC as document CE 019 063.) The survey data analysis involved the establishment of frequency distributions, means, standard deviations, and percentages and the use of analysis of variance and Duncan's New Multiple Range Test. It was found that 79% of the states in the U.S. have an inadequate supply of professionally trained teachers of vocational agriculture/agribusiness. Thirty states use teachers with non-teaching professional degrees. A variety of recruitment strategies are used in obtaining teachers, with the most effective being individual contact. (Survey instruments are appended.) (Author/CT).

ED 166 385 CE 019 063

Lee, Jasper S. And Others

Procedures for Recruiting, Selecting, and Preparing Persons with Non-Teaching Professional Degrees to Be Teachers of Vocational Agriculture/Agribusiness. Programs for Training Vocational Teachers in Selected Areas of Teacher Shortage. Part II of a Final Report.

Mississippi State Univ. Mississippi State. Dept. of Agricultural and Extension Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007701166
Note—47p. ; For a related document see CE 019 062
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Agricultural Education, *Program Development, *Teacher Certification. *Teacher Education, *Teacher Recruitment, *Teacher Selection, *Vocational Education Teachers, Administrator Guides, Agribusiness, College Graduates, Delivery Systems, Professional Personnel, Program Evaluation, Staff Role, State Standards, Teacher Background, Teacher Evaluation, Teacher Qualifications, Teacher Shortage, Vocational Education
Identifiers—Non Degree Vocational Agriculture Teachers

Based on the findings of a national survey of agricultural education state supervisors, teacher educators, and a sample of vocational agriculture teachers, this document presents procedures used in the recruitment, selection, and preparation of non-teaching degree professionals for teaching positions in vocational agriculture/agribusiness. (ERIC document CE 019 062 also contains these procedures in addition to a detailed report of the survey methodology, analysis, and results.) Chapter 1, Recruitment, discusses the teacher shortage, those responsible for recruitment (local administrators, supervisors, teachers, etc.), sources of teachers, and recruitment strategies. Chapter 2, Selection, considers such teaching qualifications as educational preparation, occupational experience, and professional potential. In chapter 3, Preparation, the following considerations are examined: nature and requirements of the teaching position in vocational agriculture/agribusiness; state teacher certification requirements (degree, college courses, and occupational experience); documenting experiences of applicants; evaluation of experiences in terms of state certification requirements; identifying deficiencies of the applicant and setting priorities for correcting deficiencies; developing a state delivery system to meet the needs of non-certified teachers; possible staff responsibilities of various individuals in preparing persons with non-teaching professional degrees; and evaluation of a personal preparation plan model. A bibliography is included. (CT).

ED 166 386 CE 019 070

A Guide to Decision Making for Bilingual Vocational Materials Development.

Development Associates, Inc. Arlington, Va
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—300-77-0391
Note—60p. ; For a related document see CE 019 071
Available from—Development Associates, Inc. 2924 Columbia Pike, Arlington, Virginia 22204 ($3.95, plus $0.95 per order)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Bilingual Education, *Curriculum Development, *Decision Making, *Material Development, *Non English Speaking, *Vocational Education, * Administrator Guides, Guidelines, National Programs, Program Development, School Districts, Second Language Learning, State Programs

One of two publications developed to facilitate bilingual vocational training, this guide is designed to assist educational agencies at the national, state, and local levels in determining priorities for development of materials needed for bilingual vocational training programs. (CE 019 071 contains a handbook for developers of bilingual vocational instructional materials.) The information is divided into four chapters. Chapter 1 discusses the process of identifying appropriate language groups. Chapter 2 provides guidelines for selecting appropriate vocations for which bilingual materials should be designed. Overall curricular concerns (the entire course of instruction or program, including methodologies, techniques, and materials) are addressed in chapter 3. Chapter 4 summarizes recommendations which are discussed throughout the guide. Some additional conclusions relevant to the development and dissemination of bilingual vocational materials are also included. (BM).

ED 166 387 CE 019 071

Handbook for Bilingual Vocational Materials Development.

Development Associates, Inc. Arlington, Va
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—300-77-0391
Note—44p. ; For a related document see CE 019 070 ; Best copy available
Available from—Development Associates, Inc. 2924 Columbia Pike, Arlington, Virginia 22204 ($3.95, plus $0.95 per order)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Bilingual Education, *Curriculum Development, *Instructional Materials, *Material Development, *Non English Speaking, *Vocational Education, Guides, Learning Activities, Models, Second Language Learning, Teacher Developed Materials, Teaching Methods

One of two publications developed to facilitate bilingual vocational training, this handbook is intended to assist instructional materials developers and teachers in designing or adapting existing materials for selected-language speakers and vocations. (CE 019 070 contains a guide for assisting decision makers in determining priorities for development of materials needed for bilingual vocational training programs.) This handbook has been divided into five sections. The first section contains a single instructional unit (taken from a seventy-five-unit Nursing Assistant course) which was selected to illustrate the developmental process and to serve as a model for producing similar units. This model unit contains vocational exercises, vocational English pattern practice drills, and special bilingual vocational exercises. A detailed explanation of the process used in developing the model unit is found in the second section. In addition to explaining the basic concepts related to materials development, section 2 describes the vocational and English language materials used in the unit, emphasizing the way integration of the two was achieved. Special suggestions are included for the development of bilingual vocational exercises which effectively combine the vocational, English, and native language of the course. Section 3 provides a list delineating the step-by-step procedure to be followed in developing a unit. Section 4 provides additional vocational English exercises for beginning units, and section 5 explains transitional approaches for advanced units. A checklist for assessing the adequacy of materials is also provided. (BM).

ED 166 388 CE 019 085

Gwinn, Yolanda Williams, Doris K.
Women, Equity and Career Development.
Bowling Green State Univ. Ohio. Career and Technology Education Graduate Faculty
Pub Date—78
Available from—Career and Technology Education Media Laboratory, Bowling Green State University, Bowling Green, Ohio 43403 ($1.00)
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Choice, *Equal Opportunities Jobs, *Females, *Sex Discrimination, *Sex Stereotypes, *Social Bias, Access to Education, Educational Responsibility, Equal Education, Essays, Sex Role, Socialization, Social Values, Vocational Interests, Wages
Identifiers—United States

While federal legislation has opened doors to non-traditional career opportunities, many women are still training to become teachers, secretaries, and nurses. The most basic influence in socializing young girls into strictly feminine roles is the parental attitudes. Sex-associated roles, role limitations, and male-created barriers are constraints to women's ability to choose other careers. The University of Chicago Women's Report suggests that women face sexual discrimination, have difficulty gaining admittance to graduate school, and receive fewer fellowships than men. These factors are magnified when women choose non-traditional paths. In this culture, women's earnings are at the lower end of the pay scale. What can be done to alleviate the inequity of career choices for women? First, the effects of socialization may be counteracted by providing young girls education relative to career opportunities. Secondly, it may be necessary for counselors and teachers to rethink their attitudes toward sex-role behavior. Thirdly, counselors can help alleviate the perpetuation of sexual stereotyping in career choices. Fourth, formal curriculum may be easier to change if the needs of women are kept in mind. While promoting these solutions, we must begin by focusing on programs aimed at assessing the full impact of social institutions and attitudes on the development of sex-associated roles. (EM).

ED 166 389 CE 019 095
Carter, David L. And Others
Issues and Trends in Criminal Justice Education. Criminal Justice Monograph. Vol. VIII, No. 5.
Sam Houston State Univ. Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences
Pub Date—78
Pub Type—Collected Works—General (020)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Educational Needs, *Higher Education, *Police, *Police Education, *Professional Recognition, Conflict, Curriculum Development, Educational History, Educational Philosophy, Employment Qualifications, Essays, Futures of Society, Inservice Education, Job Skills, Law Enforcement, Opinions, Program Effectiveness, Training

Issues and trends in criminal justice education are discussed in three papers. The first paper, 'Issues and Trends in Criminal Justice Education: The Philosophy of Curriculum Development,' by J. D. Jamieson, considers the logic underlying the assumptions made by academic generalists and training-oriented practitioners who influence curriculum development. The paper presents the case for the implementation of professional curricula, which require the integration of theoretical wisdom with technical skill at all levels of the educational process. In the second paper, 'Issues and Trends in Higher Education for Police Officers,' by David L. Carter, the development of three distinct generations of higher education in law enforcement is traced. Current issues in the police/college education debate are underscored, and trends and future prospects in law enforcement education are predicted. In the final paper Allen D. Sapp reviews 'Issues and Trends in Police Professionalization'. Sapp considers the origin of expressed needs for police professionalization. Also examined are sociological concepts of professions and the current state of police professionalism. Motives of the police in seeking professional status are examined. The trend in police occupational groups toward seeking professionalization is also cited. (Author/CSS).

ED 166 391 CE 019 217
Neely, Margery A. Wilson, Alfred E.
A Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts. Final Report.
Kansas State Univ. Manhattan. Coll. of Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007701926
Note—331p. ; For a related document see ED 151 613 ; Not available in hard copy due to marginal legibility of parts of original document
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrators, *Employment Qualifications, *Females, *Job Skills, *Sex Discrimination, *Vocational Education, Administrator Qualifications, Career Opportunities, Educational Background, Employed Women, Employment Practices, Guides, Information Dissemination, Program Descriptions, Program Evaluation, Sex Stereotypes, Surveys, Work Attitudes, Work Experience, Workshops

A study was performed to develop procedures for assisting women who aspire to vocational administration posts but who do not have required work experience outside of education. The project (1) surveyed attitudes, barriers, and the employment picture in Kansas and (2) determined the effectiveness of a portfolio guide for describing unpaid work experiences where administrative competencies were acquired. Questionnaires were sent to a random sample of vocational education personnel. Results were used to design a support-personal-growth workshop to reduce stereotypes and to design the experiential portfolio guide. Women vocational education teachers volunteered to develop portfolios of their administrative skills. The portfolios were analyzed and rated by vocational education administrators on competency dimensions as well as on overall qualifications. Six portfolio authors attended an assessment session and completed criterion measures for a study of the portfolio validity. Reliability was calculated on ratings and criterion. Survey results showed a few annual openings and few differences between women aspirants and administrators on attitudes, etc. Portfolio ratings had a median reliability of .60. Adequate validity was found for portfolio dimensions, given the small, self-selected sample. (Author/CSS).

ED 166 400 CE 019 378
Bice, Garry R. Comp
Vocational Education and Career Education: The Uncertain Connection.
American Vocational Association, Washington, D.C.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—G007604332
Note—339p. ; For related documents see ED 132 284 and ED 138 786
Pub Type—Reports—Descriptive (141). Reports—General (140). Books (010)
EDRS Price—MF01/PC14 Plus Postage
Descriptors—*Articulation Education, *Career Education, *Comparative Analysis, *Educational Philosophy, *Vocational Education, Cooperative Programs, Coordination, Curriculum, Educational Attitudes, Educational Needs, Educational Policy, Educational Problems, Educational Programs, National Organizations, National Surveys, Policy Formation, Professional Associations, Program Administration, Program Descriptions, Program Development, Research Projects, State Programs
Identifiers—American Vocational Association, Education Amendments 1974

This report summarizes a project undertaken to differentiate between career education and vocational education, to end confusion among educators, legislators, and the public about similarities and differences of the two, and to examine the various points of potential linkage between them. Part 1 enumerates the needs that this project tried to meet, its overall goals and specific objectives, and the procedures that the project staff and its advisory committee followed. Part 2 focuses on the efforts of the American Vocational Association

(AVA) to clarify the scope and concept of career education by creating a task force and yearbook and including journal articles and convention speakers on career education. Also included in this part is a summary of the papers solicited from state associations and sub-groups within AVA, and a copy of the paper "Articulation of Career and Vocational Education: The Role of Professional Organizations," by Alberta Hill and Jerry Keiser. Part 3 consists of five papers dealing with the relationship of the two educational areas by Charles J. Law, Jr. Samuel Osipow, Grant Venn, Robert Lathrop, and Robert E. Taylor. Part 4, which synthesizes the literature, the papers submitted by commissioned authors, and the position papers from major interest groups, defines career education and its relation to vocational education in the areas of scope, clientele, persons involved, administrative responsibilities, and curriculum. (ELG).

ED 166 401 CE 019 386

California Association of Work Experience Educators. Career Intern Program. 1976-77 End of Year Report.

Chaffey Union High School District, Ontario, Calif. Charter Oak Unified School District, Calif. Huntington Beach Union High School District, Calif

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007604410

Note—71p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Experiential Learning, *Internship Programs, *Work Experience Programs, Academic Achievement, Basic Skills, Career Development, Data Analysis, Educational Objectives, Federal Aid, Program Descriptions, Program Evaluation, Secondary Education

Identifiers—California (Los Angeles), California Association Work Experience Educators, Career Intern Program, Education Amendments 1974

The California Association of Work Experience Educators (CAWEE) Career Intern Program, funded by a federal grant, sought to demonstrate that experience-based career education was a viable and needed alternative to existing learning experiences. Selecting three schools from three districts in the greater Los Angeles area, the program maintained a long-term enrollment of seventy-eight high school students during the course of the 1976-77 year. Specific persons at each school were designated to manage and coordinate program activities. There were periodic meetings of project, school, and/or district representatives. The program established six process- and three student-outcome objectives. (The student-outcome objectives focused on the areas of career development, basic skills, and academic knowledge and skills.) These nine objectives were further defined by a total of twenty-eight criteria. A summative approach was selected as the most feasible method to ascertain program effects and an evaluator was chosen to collect, analyze, and report data. In general, all nine objectives were met. In terms of the twenty-eight criteria specified, twenty-five were met (twelve exceeded) and three were substantially met. Response to the program by students, project staff, non-participating teachers, parents and employer/community resources was consistently and highly favorable. (Data tables, evaluation instruments, and recording forms are included.) (Author/CT).

ED 166 406 CE 019 466

Lesch, Gerald E.

Field Study: A Welding Survey of the Blackhawk Technical Institute Industries (Up-dating the Welding Curriculum).

Blackhawk Technical Inst. Janesville, Wis

Pub Date—75

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Job Skills, *School Business Relationship, * *Trade and Industrial Education, *Welding, Curriculum Research, Educational Needs, Employment Opportunities, Employment Patterns, Industry, Program Descriptions, Purchasing, Research Needs, Surveys, Task Analysis, Technical Institutes, Technology, Two Year Colleges

Identifiers—Wisconsin (Green County), Wisconsin (Rock County)

In 1972, the welding department personnel at Blackhawk Technical Institute in Wisconsin undertook the project of updating the curriculum of their one-year welding degree program. A study was conducted of local welding industries to determine hiring policies, the tools and equipment a beginning welder should purchase, the types of welding processes used, and professional ratings of skills required of novice welders. Sixty-nine out of the ninety-one companies known to do welding in the Blackhawk Technical Institute District were asked to participate in the study, and forty-three of these were eventually interviewed. Based on their responses, it was concluded that (1) most companies are willing to aid schools seeking their advice on curriculum revision, (2) modern (semi-and/or fully-automatic) welding processes must be introduced into businesses because of the lack of skilled welders, and (3) industry is willing to hire trained graduates of welding programs. Also, it was recommended that similar studies be conducted every three to five years to update the curriculum. (The appendixes give the following information: names and addresses of companies asked to participate and interviewed, samples of letters and forms used in the survey, and a copy of the survey instrument.) (ELG).

ED 166 407 CE 019 496

Expanding and Updating the Knowledge and Skills in Clothing-Related Services of Home Economics Trained Persons by Means of Inservice Training Utilizing Community Resources. Final Report.

Pittsburgh Univ. Pa. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Opportunities, *Equipment Utilization, *Inservice Teacher Education, *Occupational Home Economics, *Program Development, *Sewing Instruction, Clothing Instruction, Disadvantaged Youth, Equipment Maintenance, Handicapped Students, History, Home Economics Education, Industrial Training, Job Analysis, Job Skills, Occupational Surveys, Postsecondary Education, Program Descriptions, Program Evaluation, Safety Education, Secondary Education, Sewing Machine Operators, Student Needs, Teacher Evaluation, Teacher Workshops, Textiles Instruction, Vocational Education

The project was designed to acquaint home economics teachers with the textile and power sewing industry's history, job possibilities, and student (including disadvantaged and handicapped) needs and interests. Teachers were taught industrial machine operation, basic maintenance, and safety tips. Four objectives related to gainful clothing services programs were formulated and attained: (1) to provide hands-on training in equipment use and care, (2) to improve home economics personnel the knowledge needed to initiate and conduct programs, (3) to provide guidelines for using teaching methods, materials, and resources, and (4) to provide guidelines for accommodating disadvantaged and handicapped student program needs. To accomplish the goals, inservice hands-on clothing services workshops were planned and conducted for forty home economics teachers. Teaching materials were developed or procured by the project director and instructor. Instruction included job survey and analysis techniques. Classroom discussion covered twelve topics, including the history of power sewing and job possibilities. Teachers were involved in individual hands-on projects and three field trips to expose them to career opportunities in the sewing industry. (Appendixes contain a list of machines operated, teacher's pre-test, competency evaluation sheet, evaluation summary, projects completed, sites visited, bibliography, specific analysis of operation, and a power sewing course outline.) (CSS).

ED 166 408 CE 019 498

Wasik, J. L.

The Use of Mathematical Models of Student Flow in Educational Planning: A Review and Critique. DASP Planning Paper No. 3.

North Carolina State Univ. Raleigh. Dynamic Analysis and Strategic

Planning Program
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NE-C-00-3-0069
Note—58p.; For related documents see ED 133 479 and CE 019 499
Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Planning, *Enrollment Projections, *Mathematical Models, Decision Making, School Demography, State of the Art Reviews, Systems Approach

Designed for educational planners and decision makers, this report describes the application of mathematical procedures to depict the relationship of elements within models which represent the flow of students through an educational system. The introductory section includes a discussion of the history of the use of planning models in education and the steps in model development (variable identification, identification of variable interconnections, and operationalization and verification of the model). The next section reviews classification schemes for mathematical models of educational processes and presents a classification scheme developed for this report. Following this, examples of several classes of mathematical models of student flow are presented: extrapolation models; regression methods (simple first-order, polynomial, and multiple linear regression); and simultaneous equation models (non-optimizing models including the Markov Chain and optimizing models). Finally, the present utility of available mathematical models is discussed from the viewpoint of what effects these models have had on actual educational policy decision making. (Two related documents are also available in ERIC: Demography and Educational Planning (CE 019 499) and State and Local Responsibilities for Planning Occupational Education (ED 133 479).) (JH).

ED 166 409 CE 019 499

Dane, J. K. Mangold, William
Demography and Educational Planning: A Review and Synthesis. DASP Planning Paper No. 4.
North Carolina State Univ. Raleigh. Dynamic Analysis and Strategic Planning Program
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NE-C-00-3-0069
Note—55p.; For related documents see CE 019 498 and ED 133 479
Pub Type—Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Demography, *Educational Planning, Birth Rate, Cohort Analysis, Death, Decision Making, Enrollment Projections, Mathematical Formulas, Migration, Population Growth, Population Trends, School Demography, State of the Art Reviews

Designed for educational planners and decision makers, this report reviews the principles and methods of demography. The first section discusses demographic rates and measures, including a basic demographic equation, crude rates, cohort measures, parity progression ratio, and life tables. The next three sections examine three demographic factors relating to educational planning. They are as follow: mortality; fertility (United States fertility in historical perspective, birth expectations, and differentials); and migration (biological and social characteristics of migrants, geographic patterns in migration, and urbanization and metropolization). The final section discusses general methods of population projections: extrapolation, ratio method, cohort-component method, and modeling. (Two related documents are available in ERIC: The Use of Mathematical Models of Student Flow in Educational Planning (CE 019 498) and State and Local Responsibilities for Planning Occupational Education (ED 133 479).) (JH).

ED 166 410 CE 019 515

Ott, Mary Diederich
The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education. (Phase 1) Final Report.
State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education
Spons Agency—New York State Education Dept. Albany. Office of Special Programs in Occupational Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Choice, *Enrollment Influences, *Sex Stereotypes, *Social Bias, *Vocational Education, Enrollment Trends, Parent Attitudes, Research Projects, Secondary Education, Sex Discrimination, Student Attitudes, Surveys, Vocational Interests
Identifiers—New York

Factors associated with fostering and overcoming sex-role stereotyping in secondary level occupational education in New York State were identified during the first of a two-phase project. The first phase, a pilot study, focused on the program area of Trade, Industrial, and Service Education. (Phase II will involve an expanded analysis of factors related to sex-role stereotyping in occupational education in New York State. This phase is expected to include data from two levels of students—11th and 12th graders currently in selected programs and 10th graders who may or may not enroll in such programs in the future.) Students and parents at four schools were surveyed, and, following the survey, students in the designated program areas were interviewed in small groups. The results indicated that students in fields that are traditional for their sex (1) usually had enrolled in their first choice of program, and had not preferred a nontraditional program; (2) rated themselves, their parents, and their guidance counselors as more important than their friends in the choice of an occupational program; and (3) were largely unaware of their parents' attitudes toward their studying a wide choice of fields. Although parents' attitudes paralleled the stereotyped course enrollments to some extent, a larger percentage of the parents indicated potential support for boys and girls in non-traditional fields than the percentage of such students in these fields. (Seventeen tables are attached.) (EM).

ED 166 411 CE 019 541

A Report on Research on the Effectiveness of Competency Based Vocational Education in Kentucky.
Kentucky Research Coordinating Unit, Lexington
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Competency Based Education, *Program Development, *Program Effectiveness, *Research Methodology, *Vocational Education, Delivery Systems, Educational Improvement, Educational Objectives, Evaluation Methods, Failure, Learning Modules, Measurement Instruments, Models, Program Validation, Research, Research Design, Research Needs, Secondary Education, Statistical Analysis, Statistical Data, Student Attitudes, Success, Surveys
Identifiers—Kentucky

Intended for use by educators and the public, this report interprets the findings of two research studies on competency-based vocational education (CBVE) in Kentucky secondary schools: "The Development of an Instrument to Measure Student Attitudes toward Competency-Based Individualized Instructional Modules," by John C. Thomas, and "CBVE: A Study to Measure Its Effectiveness in Kentucky," by the Bureau of Vocational Teacher Education at Western Kentucky University. First, the history and background of Kentucky CBVE are given, including a rationale for its implementation, a description of the model delivery system currently being developed to provide CBVE statewide, lists of general goals and specific objectives for 1976-78, and a summary of progress since 1976. The next section describes the two research studies, and makes recommendations for future research based on their conclusion that CBVE enables students to learn more, learn faster, and perform skills at a higher level. A more detailed analysis of the studies' data is given in subsequent sections, delineating sample populations, statistical validity, and types of survey questions. The last section deals with the instructional modules that are being developed to serve as a delivery system for CBVE in nine occupational areas (bank teller, secretary, tractor mechanics, food preparation, cashier-checker, auto body, child care, machine shop, and carpentry). (ELG).

ED 166 414 CE 019 581

Cogan, John F. Berger, Franklin

Family Formation, Labor Market Experience, and the Wages of Married Women.

Rand Corp. Santa Monica, Calif

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md

Report No.—Rand-R-2310-NICHD

Pub Date—78

Contract—NO1-HD-52837

Note—63p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Birth Rate, *Child Rearing, *Employed Women, *Wages, *Work Experience, Cross Sectional Studies, Employment, Employment Patterns, Employment Statistics, Family Characteristics, Females, Research Projects, Work Life Expectancy

Identifiers—Michigan, Michigan Panel Study of Income Dynamics

The impact of the timing, spacing, and number of children on a married woman's wage growth over her life cycle was examined. The data used for the analysis were information pertaining to the labor market experience of women and the birth dates of their children, taken from the 1976 survey of the Michigan Panel Study of Income Dynamics (IDP). There were four principal findings. First, the number of children a woman rears has an important deterrent effect on her accumulated work experience. A woman who has one child will average about 2.5 years less work experience over her lifetime than a woman with no children. A second child results in an additional two years withdrawn from the labor market. Second, larger birth intervals (holding constant the number and timing of children) are associated with larger reductions in lifetime work effort. The magnitude of this effect appears to increase with the number of children. Third, the timing of the first birth (the age at which a woman has her first child) does not appreciably affect lifetime labor market experience. Fourth, child rearing, through its effect on accumulated work experience, has a substantial effect on wage rates. (EM).

ED 166 417 CE 019 601

Gold, Gerard G.

Towards Work-Education Collaboration: Revitalizing an American Tradition.

National Manpower Inst. Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Community Involvement, *Community Programs, *Youth Employment, *Youth Programs, Citizen Participation, Community Action, Community Cooperation, Education Work Relationship, Essays, Fundamental Concepts, Needs Assessment, Objectives, Policy Formation, Rural Youth, School Community Relationship, Success

Identifiers—Work Education Councils

Community work-education councils are supplying 'grass roots' citizen involvement in policymaking on transitional services for youth moving from school to work. Since 1977, almost 1,000 people in thirty-three communities have participated in local work-education councils affiliated with the national Work-Education Consortium. On the average, the councils consist of twenty-three members representing community leaders and program directors. The success of such collaborative efforts depends on the presence of the following fundamentals: leadership, representation, responsibility, understanding, resources, and independence to assess their own needs, priorities, ability to initiate actions, and proper timing for changes. Unlike the needs and priorities of federal and state programs which are mandated, those of local councils are selected to suit their specific situations, and vary from emphasis on data collection (to aid in developing local awareness and understanding of youth transition issues) to the provision of accurate and up-to-date career information for youth. Eight of the thirty-three councils represent rural areas and, with the assistance of the National Manpower Institute, have formulated a charter of ten major propositions to improve rural youth transition. As communities, in general, build on this charter and the other fundamentals of collaboration, they will achieve greater influence in shaping education-and-work policy for youth transition. (ELG).

ED 166 418 CE 019 621

Bhaerman, Robert D. Comp

Career and Vocational Development of Handicapped Learners: An Annotated Bibliography. Information Series No. 134.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—96p. ; For related documents see CE 019 619-627

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141). Collected Works—Serials (022)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Development, *Career Education, *Disabilities, *Faculty Development, Annotated Bibliographies, Career Counseling, Career Guidance, Curriculum Guides, Educational Equipment, Educational Facilities, Educational Trends, Employment Opportunities, Evaluation, Learning Activities, Mainstreaming, Program Descriptions, Resource Materials, Staff Development

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (BM).

ED 166 419 CE 019 622

Brolin, Donn E. Kolstoe, Oliver P.

The Career and Vocational Development of Handicapped Learners. Information Series No. 135.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—80p. ; For related documents see CE 019 619-627 ; Best copy available

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Education, *Curriculum Development, *Disabilities, *Educational Needs, *Life Style, *Program Effectiveness, Career Exploration, Career Planning, Citizen Role, Counseling, Curriculum Evaluation, Educational Change, Educational Objectives, Educational Philosophy, Educational Trends, Family Role, Hobbies, Program Improvement, Recreational Activities, State of the Art Reviews, Teaching Methods, Vocational Education

The state of the art of career education for handicapped persons was reviewed beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified. The study examined relevant research on the roles of occupation, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted to evaluate the effectiveness of various curricular approaches in this field was also studied. Finally, research in the areas of teaching counseling methods and career assessment, exploration, and preparation for the handicapped was reviewed. The research indicated that only now are school systems beginning to retool and initiate a comprehensive array of services: infusion of total school resources, community participation, and family involvement. Based on past research and reviews of research in progress, ten generalizations were drawn. Three are as follow: (1) the majority of handicapped students who leave school are in danger of becoming either unemployed or underemployed in later life; (2) currently there is considerable curricula variability in scope and sequence for career education program implementation, but more definitive guidelines and procedures are necessary upon which to build curricula; and (3) parents appear to have a significant influence on the handicapped person's career development. (BM).

ED 166 420 **CE 019 625**

Kazanas, H. C.

Affective Work Competencies for Vocational Education. Information Series No. 138.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—94p. ; For related documents see CE 019 619-627 ; Parts may not reproduce clearly

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.25)

Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Affective Behavior, *Employment Qualifications, *Industry, *Job Skills, *Measurement Techniques, *Vocational Education, Behavior Patterns, Behavior Rating Scales, Behavior Theories, Evaluation Methods, Group Behavior, Needs Assessment, School Business Relationship, Skill Analysis, Skill Development, State of the Art Reviews, Synthesis, Test Bias, Values, Work Attitudes

Recognizing the importance of a curriculum that facilitates the acquisition of desirable, affective work competencies (work attitudes, values, and habits) as well as specific job skills, a study was conducted to review and synthesize what is known about the social and psychological aspects of work and to identify specific affective work competencies that are desirable and common for vocational education programs. The literature review focused on the historical and theoretical perspectives which relate to understanding the behavior of individuals and groups; it also examined the empirical data related to affective work competencies identified by employers, educators, and experienced employees. Based on the combined investigations conducted by industry and education, a variety of affective work competencies was identified. A synthesis of forty-two affective work competencies identified by industry with the fifty-four identified by educators provided a total of sixty-three unique, identifiable affective work competencies. However, the study concluded that there is a lack of continuity between educational institutions and employing organizations; consequently, some of the affective work competencies identified by educators have been inconsistent with what industry wanted or needed. Moreover, the inability of researchers to identify and objectively measure affective competencies was found in both industry and education, indicating a need for the development of reliable, valid, and objective measuring instruments. Recommendations and guidelines for an affective work competencies inventory are provided. (BM).

ED 166 421 **CE 019 632**

Vetter, Louise Ransom, Robert M.

An Analysis of Documents from State Departments of Education Relating to Comprehensive Career Guidance Programs and of FY 1974 and 1975 Part C Project Documents Relating to Guidance. Research and Development Series No. 133.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-75-0363

Note—75p

Pub Type—Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Guidance, *Guidance Programs, *Program Content, *Program Evaluation, *Program Improvement, Cooperative Programs, Coordination, Demonstration Programs, Federal Programs, Information Networks, Program Administration, Program Development, Research Utilization, Staff Development, State Programs, Technical Assistance

Identifiers—Comprehensive Career Guidance Programs, Vocational Education Act 1963 Section 131 Part C

Fifty states and Washington, D.C. were invited to submit documents for an analysis relating to comprehensive career guidance programs (CCGP). These documents were prepared by state departments of education and directors of FY 1974 and 1975 projects funded through the Vocational Education Research Program under Section 131 of Part C of the Vocational Education Act of 1963. Criteria for the components of a CCGP were established with the aid of a consultant panel. Findings from the analysis included the following: (1) none of the documents contained all the CCGP components, but all the components were represented in the documents collectively; (2) the components of 'Evaluation' and 'Goals and Objectives' appeared most often in all documents; (3) the components of 'Research Provisions' and 'Information or Communications Networks' appeared least often in state documents; (4) the components of 'Program Planning and Program Management' and 'Information and Communications Networks' appeared least often in Part C documents; and (5) Part C documents mentioned culturally diverse and special groups more often than state documents, though the percentage was still very low. The analysis led to eight major conclusions and ten recommendations for the improvement and strengthening of career guidance around the following needs: information exchange; sustained technical assistance; program development, demonstration, and research; guidance personnel development; and the possibilities for facilitating cooperation and coordination among the different administrative units involved in CCGP. (BM).

ED 166 431 **CE 019 704**

Hull, Daniel M.

A Dissemination Model for New Technical Education Programs. Final Report.

Technical Education Research Center, Waco, Tex

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007500314

Note—186p. ; A small pamphlet in appendix B will not reproduce well due to small, broken print, and appendixes F and G will not reproduce well due to thin and broken type

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Curriculum Guides, *Educational Programs, *Information Dissemination, *Instructional Materials, *Program Development, *Technical Education, Communication Thought Transfer, Costs, Curriculum Evaluation, Demonstration Programs, Employment Projections, Field Studies, Guidelines, Job

Skills, Lasers, Methods, Models, Needs Assessment, Optics, Program Descriptions, Responsibility, Surveys, Task Analysis, Time

The Technical Education Research Center-SW has conceived, tested, and refined a model for disseminating newly developed programs and materials throughout the nation. The model performed successfully in the dissemination of more than 50,000 educational units (modules) of Laser/Electro-Optics Technician (LEOT) materials during a four-year period (1974 through 1977). The model assumes suitable materials and needs assessment data inputs from a materials development project. The materials are given visibility to educators and employers through no-cost/low-cost channels; target areas of high LEOT employment are identified; state and regional meetings are organized for representatives of interested institutions and employers; and organizations are selected (by consensus) for implementing new LEOT training or retraining programs. These materials users are assisted in program implementation and evaluation. (The appendices contain (1) the LEOT curriculum guide, (2) the LEOT instructional materials and program pamphlet, (3) the sample module from the LEOT curriculum, (4) mail-out materials from the LEOT announcement, (5) major activities of the dissemination project, (6) example correspondence, and (7) the LEOT modules/ways and means.) (Author/CSS).

ED 166 433 CE 019 722

Nuttall, Ronald L. And Others

Vocational Education for Youth under the Custody of the Massachusetts Department of Youth Services: Findings and Recommendations. Volume I. Final Report.

Boston Coll. Chestnut Hill, Mass. Lab. for Statistical and Policy Research

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007604358

Note—97p. ; Not available in hard copy due to light print in the original document. For a related document see CE 019 723

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Correctional Education, *Delinquency, *Employer Attitudes, *State Agencies, *Vocational Education, *Youth Agencies, Educational Needs, Interviews, Job Placement, Job Training, Needs Assessment, Program Development, Program Evaluation, Questionnaires, Rehabilitation Programs, Surveys

Identifiers—Department of Youth Services MA, Ex Offenders, Massachusetts

This study was conducted to accomplish four objectives: (1) determine the current status of vocational education services available to youth under the custody of the Massachusetts Department of Youth Services (DYS); (2) assess the characteristics of DYS youth and their need for additional vocational programs; (3) determine employer and labor union attitudes toward training or hiring juvenile ex offenders; and (4) develop specific proposals for pilot programs. Data were obtained by interviews with fifty DYS personnel and other providers of services to DYS clients, nine vocational school personnel, and sixty-four DYS clients. Data were also obtained from a national survey of other state programs and from a questionnaire mailed to 740 employers and 250 labor representatives in Massachusetts. Study findings and recommendations include the following: (1) a lack of appropriate education programs for DYS youth (programs should be flexibly structured, fairly short in duration, have clearly defined goals, and offer hands-on training and individual attention); (2) age restriction on many jobs (allow youth to stay in a program until he/she is eighteen or change job-age restrictions); (3) incomplete intake procedures at DYS (vocational training needs of clients should be given substantial weight in placement procedures); and (4) a lack of prevocational education programs for DYS youth (offer all DYS youth a two-part program consisting of work readiness and career exploration components). (JH).

ED 166 434 CE 019 732

Wentling, Tim And Others

Inservice for Vocational Instructors in Serving Special Needs Students. A Course Follow-Up Study. Project Report.

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Course Evaluation, *Evaluation Methods, *Interviews, *Questionnaires, *User Satisfaction Information, Cost Effectiveness, Data Collection, Methods Research, Program Descriptions, Questioning Techniques, Research Methodology, Surveys

Utilizing three different techniques, a follow-up survey of participants in a vocational education course was conducted to determine which technique collects the most useful information efficiently. The course participants were divided into thirds and, using the same questionnaire, data was collected from each third via one of the following three techniques: (1) a mail-out questionnaire, (2) personal interviews, and (3) telephone interviews. It was found that the personal interviews by phone and visitation, although introducing a bias, gave the best and most useful information. Control over the question responses was lost by mailing the questionnaire. People tended to leave all the open-ended questions blank and sometimes responded incompletely or incorrectly to the other multiple choice questions. This suggests that the personal interview is the best technique if subjective information and open-ended responses are being sought, but that the mail-out technique is more useful when collecting objective types of data. Also, it was found that the visitation personal interview, although costly, did not give much more information than the telephone interviews. (This report outlines the general procedure, strengths, and weaknesses for each of the three techniques. The questionnaire, a sample script for a telephone interview, and a follow-up letter to non-respondents are appended.) (EM).

ED 166 436 CE 019 745

Nelson, Eugene A.

Occupational Education in New York State: The Transition from Vocational to Career Education. Occasional Paper #28.

New York Univ. Buffalo

Spons Agency—New York State Education Dept. Albany

Pub Date—78

Pub Type—Reports—Descriptive (141). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Career Education, *Concept Formation, *Individualized Programs, *Program Development, *State Programs, *Vocational Education, Administrative Policy, Board of Education Role, Career Development, Conventional Instruction, Cooperative Education, Curriculum Development, Developmental Stages, Educational History, Educational Philosophy, Educational Planning, Employment Opportunities, Fused Curriculum, Individual Development, Models, Needs Assessment, Opinions, Policy Formation, Population Distribution, Problems, Program Descriptions, Program Effectiveness, Program Evaluation, Regional Planning, Secondary Education, Statewide Planning, Student Development, Teacher Role

Prepared for State University of New York/Buffalo researchers participating in a state-sponsored educational financing project, this background paper focuses on the vocational education "program effects" of changing financial aid formulas and/or the rationale for organizing school districts and regional services. It scrutinizes the role of Boards of Cooperative Educational Services and school district organizations which prepare students for specific occupations through traditional vocational education. The first of nine sections examines occupational education in New York and the transition from vocational to career education. Section 2 traces vocational education's historical development (1917 to the present) and the emergence of career education. The third section reviews the New York State Regent's (1971, Position Paper #11) citing of needs for educational system reorganization, developmental continuum adoption, and design flexibility. Section 4 discusses problems in traditional vocational education. Section 5 interprets and evaluates the influences, goals, and activities of New York's occupational education plan. The sixth section examines implementation of three occupational education projects, and section 7 identifies issues involved in implementing occupational/career education programs. Section 8 discusses strategies of individualization versus standardized program expansion. The final section presents an occupational education planning paradigm. (CSS).

ED 166 437 CE 019 749

Equal Rights for Women in Education. Model Policy Statement and Guidelines for Implementation: Vocational Education.

Education Commission of the States, Denver, Colo

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—77

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Responsibility, *Equal Education, *Policy Formation, *Program Administration, *Sex Discrimination, *Vocational Education, * Community Programs, Displaced Homemakers, Educational Policy, Females, Governing Boards, Guidelines, Models, Program Development, Sex Stereotypes, State Programs, State School District Relationship, Worksheets

Identifiers—Colorado

This booklet provides guidelines for developing policy concerning the implementation of equal vocational education opportunities for women in Colorado. It begins with some introductory information pertaining to the problems of sex bias in vocational education. Next, a state plan for eliminating sex bias and sex-role stereotyping is presented. Then follow a needs assessment form for collecting data to determine sex bias in vocational education and a form to use in the evaluation of vocational education programs. The remainder of the booklet makes suggestions regarding the following: the role of the state governing board in implementing the state plan; the role of state or local vocational education advisory councils in implementing the state and/or local plan; the role of the local school administration and school board in implementing the state and/or local plan; the role of local directors of vocational education in implementing the state plan; the role of instructional staff and curriculum development personnel in implementing the state and/or local plan; the role of the guidance counselors for vocational education in implementing the state and/or local plan; community action to stimulate interest in eliminating sex bias in vocational education programs; and assistance to displaced homemakers in obtaining marketable skills. Suggested resources are attached. (EM).

ED 166 438 CE 019 752

Shimberg, Benjamin

Issues at Stake in Occupational Regulation.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment

Pub Date—78

Pub Type—Speeches, Conferences Papers (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Certification, *Government Role, *Professional Occupations, *State Legislation, *State Licensing Boards, *State Standards, Accountability, Consumer Protection, Decision Making, Discipline Policy, Equal Opportunities Jobs, Job Skills, Paraprofessional Personnel, Postsecondary Education, Professional Education, Professional Personnel, Professional Training, Qualifications, Residence Requirements, Testing Programs

Identifiers—Reciprocity

State regulation of occupational licensing is becoming the subject of nationwide debate. The issues being questioned and suggestions for their solutions include the following: (1) Is it necessary to regulate occupations, and, if it is, to what extent? Regulation is required only if its need is well-documented, and it should be kept to the minimum amount necessary to do the job. (2) Should the purpose of regulation be to permit all qualified applicants to practice, or should it be to control and limit the number of practitioners? Licensure requirements should be job-related, not discriminatory. (3) Should reciprocity be granted to qualified nonresidents of a state? Fair and reasonable access to licensing should be provided to nonresidents. (4) What group should be responsible for administering the regulations, how should its accountability be insured, and how much autonomy should it have? Boards should be instituted only if absolutely necessary, their membership should include lay persons to protect consumer interests, and their decisions should be subject to review. (5) How should the economic interests of the public be protected? Legislation should be enacted to permit professions to advertise and engage in competitive bidding, and the use of paraprofessionals and new technology should be reviewed by legislators. (6) How should continued competency be demonstrated by practitioners? Boards should vigorously enforce disciplinary and competency standards and employ internalized self-controls. (ELG).

ED 166 439 CE 019 753

A Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys, October, 1977. Parts I to IV.

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Labor Market, *Longitudinal Studies, *National Surveys, *Research Needs, *Social Science Research, Adult Development, Blacks, Career Change, Child Rearing, Children, Conference Reports, Data Collection, Developmental Tasks, Economic Factors, Educational Background, Employed Women, Employment, Entry Workers, Equal Opportunities Jobs, Family Influence, Females, Individual Characteristics, Job Satisfaction, Job Search Methods, Labor Force, Males, Mathematical Models, Methods, Occupational Mobility, Retirement, Social Influences, Socioeconomic Status, Unemployment, Welfare, Whites, Work Attitudes, Work Environment, Work Experience

This report of the Social Science Research Council's Conference on the National Longitudinal Surveys of Labor Market Experience (NLS) begins with a description of the rationale and background for the conference. In the first of four parts, the conference objectives are stated: (1) review previous research based on the National Longitudinal Surveys (NLS), (2) identify new directions, (3) suggest analytic strategies, and (4) comment on survey content. The NLS function is described as that of analyzing variation in labor market behavior with emphasis given to policy-relevant research issues. Section 2 overviews the conference proceedings and focuses on potential NLS research issues in the areas of work-family relationships, labor-force socialization, structural variables, and methodological issues. Section 3 contains documentation relating to the conference—correspondence, the program, and a participants' list. Section 4 contains a collection of the papers and memoranda presented at the conference. Papers include "Labor Force Issues Circa 1984," by Harold W. Watts and Felicity Skidmore; "Individual Histories as Units of Analysis in Longitudinal Surveys," by Burton Singer; "Childrearing, Work and Welfare: Research Issues," by Harriet B. Presser; and "Events as Units of Analysis in Life History Studies, " by Natalie Rogoff Ramsoy and Sten-Erik Clausen. Six memoranda are also presented. (For a review paper, titled "Research Uses of the National Longitudinal Surveys," see CE 019 754.) (Author/CSS).

ED 166 440 CE 019 756

Reubens, Beatrice G.

From Learning to Earning: A Transnational Comparison of Transition Services. R&D Monograph 63.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—79

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00354-8)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Guidance, *Foreign Countries, *Guidance Programs, *Job Placement, *Vocational Adjustment, Career Change, Comparative Analysis, Education Work Relationship, Information Services, Job Search Methods, National Programs, Occupational Information, Orientation, Program Development, Program Evaluation, Research, School Counseling, Vocational Followup

Identifiers—Australia, Canada, Europe (West), Japan, United States

This study examines school-to-work transition services, encompassing educational and occupational information and guidance, as well as job placement, induction, and follow-up. Section 1 provides an introduction to the study and the study's historical background. Section 2 concerns the organizational goals and forms of transition services. It uses a cross-country framework which draws on the experiences of Western Europe, Canada, the U.S. and other countries. Greatest emphasis is placed on the age group which enters work after lower or upper secondary education, but much of the discussion is equally applicable to young people's transition to work from other settings, including the armed forces, corrective institutions, residential health-care facilities, or other special environments. Similarly, transitions from one level or type of education to another are covered. In section 3, orientation and information, the components of national information programs are discussed. Guidance and counseling development are observed in section 4, especially in several European countries. Section 5 examines initial placement: job-search and job-finding methods. It contains a discussion of how job-finding methods differ depending on such variables as sex, age and educational level, type of handicap, and minority status. Section 6 contains placement outcomes, and section 7 explains induction programs, both theoretical and practical. References conclude the study. (CT).

ED 166 442 CE 019 789

Leach, James A.

Methods and Materials for Teaching Occupational Survival Skills. Phase III: Influences of the Occupational Survival Skills Modules on the Attainment of Skills and Attitudes toward Employment of Selected High School Students.

Illinois Univ. Urbana. Div. of Business Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Career Education, *Learning Modules, *Program Effectiveness, *Work Attitudes, Attitude Measures, Curriculum Design, Curriculum Evaluation, Data Analysis, High School Students, Instructional Materials, Performance Tests, Program Descriptions, Research Methodology, Secondary Education, Student Attitudes, Surveys, Teaching Methods, Vocational Maturity, Work Experience Programs

Identifiers—Career Maturity Inventory (Crites), Illinois, Occupational Survival Skills, Occupational Survival Skills Information Test

The Occupational Survival Skills (OSS) Modules were designed to offer high school students an opportunity to develop skills applicable to a wide range of jobs in the work world and to develop positive attitudes, perceptions, and motivations toward work. The primary purpose of this study was to describe and interpret the influence of the OSS Modules on the attainment of occupational survival skills and attitudes toward employment by selected cooperative office occupations students, special needs students and Comprehensive Employment Training Act students. Students were selected as intact classroom groups. Data from classroom observations and interviews with participating teachers and students were collected during a fifteen-week period. Opinionnaires were completed by teachers and students at the conclusion of the fifteen-week period to provide both quantitative and qualitative summary data. The Occupational Survival Skills Information Test and the Career Maturity Inventory Attitude Scale were administered to the students in each program group at the conclusion of the fifteen-week period. The variables of amount of work experience, work plans, and educational plans were found to bear significant relationships to attainment of occupational survival skills. Significant relationships were found between students' attitudes toward employment and the variables of grade level, sex, work plans, and educational plans. (Descriptions of the modules are available in CE 018 556-568, and module tests are in CE 018 569.) (Author/CT).

ED 166 443 CE 019 791

Cliatt, Katherine H.

Task Simulation: Word Processing; Teacher (and Student Manuals), A. Word Processor.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Information Processing, *Learning Activities, *Office Practice, *Organizational Communication, *Typewriting, Behavioral Objectives, Independent Study, Learning Modules, Office Occupations Education, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Worksheets

Identifiers—Vocational Technical Education Consortium States, Word Processing

This task-simulation learning module on word processing for secondary and postsecondary teachers and students, the first in a series of eleven task and in-basket simulations, was designed for individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is marked A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; instructions for four simulation tasks; definitions of terminology; pre-test with answer key; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for four learning tasks; and worksheets. (This module was developed to supplement performance objective 74 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Some related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 444 CE 019 792

Bernstein, Ethel K.

Task Simulation: Introduction to Business. Teacher (and Student Manuals), B. Treasurer of a Community Theater.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Accounting, *Business Skills, *Competency Based Education, *Learning Activities, *Money Management, *Office Occupations Education, Behavioral Objectives, Financial Services, Independent Study, Learning Modules, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Worksheets

Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on introduction to business for secondary and postsecondary teachers and students, the second in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; and instructions for four learning tasks. (This module was developed around performance objectives 39, 42, 53, and 54 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Some related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 445 CE 019 793

Caughman, Joan T.

Task Simulation: Office Procedures. Teacher (and Student Manuals), B. Clerk-Typist Activities.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Learning Activities, *Office Occupations Education, *Office Practice, *Typewriting, *Typists, Behavioral Objectives, Independent Study, Learning Modules, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Worksheets

Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on clerk-typist activities for secondary and postsecondary teachers and students, the third in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; pre-test with answer key; answer keys for four learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; and instructions for four learning tasks. (This module was developed around performance objectives 48, 52, 75, 76, 77, and 81 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 446 CE 019 794

Polk, Kay N.

Task Simulation: Typing. Teacher (and Student Manuals), B. Board Meeting Preparation.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Governing Boards, *Learning Activities, *Meetings, *Office Occupations Education, *Typewriting, Behavioral Objectives, Independent Study, Learning Modules, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Worksheets

Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on board meeting preparation for secondary and postsecondary teachers and students, the fourth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; pre-test with answer key; and answer keys for three learning tasks. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for three learning tasks; and worksheets. (This module was developed around performance objective 77 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 447 CE 019 795

Burch, Geralyn H.

Task Simulation: Word Processing. Teacher (and Student Manuals), B. Correspondence Secretary.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Correspondence, *Competency Based Education, *Learning Activities, *Office Occupations Education, *Organizational Communication, *Typewriting, Behavioral Objectives, Independent Study, Learning Modules, Postsecondary Education, Real Estate Occupations, Secondary Education, Secretaries, Simulation, Teaching Guides, Vocational Education, Worksheets

Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary in a realty office for secondary and postsecondary teachers and students, the fifth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of tasks and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; and answer keys for four learning tasks. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for four learning tasks; and worksheets. (This module was developed around performance objectives 74, 79, 77, and 84 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 448 CE 019 796

Hawkins, Nancy Malloy

Task Simulation: Word Processing. Teacher (and Student Manuals), B. Correspondence Secretary in a Word Processing Center.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Correspondence, *Competency Based Education, *Learning Activities, *Office Occupations Education, *Typewriting, Behavioral Objectives, Independent Study, Learning Modules, Postsecondary Education, Secondary Education, Secretaries, Simulation, Teaching Guides, Vocational Education, Worksheets
Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary for secondary and postsecondary teachers and students, the sixth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; answer key for two learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for two learning tasks; and worksheet. (This module was developed around performance objective 74 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 449 CE 019 797

Cannon, Bleeker S.
Task Simulation: Word Processing. Teacher (and Student Manuals), C. Correspondence Secretary in a Department Store.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Business Correspondence, *Competency Based Education, *Learning Activities, *Office Occupations Education, *Organizational Communication, *Typewriting, Behavioral Objectives, Independent Study, Learning Modules, Postsecondary Education, Secondary Education, Secretaries, Simulation, Teaching Guides, Vocational Education, Worksheets
Identifiers—Vocational Technical Education Consortium States

This task-simulation learning module on being a correspondence secretary in a department store for secondary and postsecondary teachers and students, the seventh in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; completion time; method of evaluation; definitions of terminology; pre-test with answer key; dialogue and instructions for five dictations (learning tasks); answer keys for five learning tasks; and worksheets. The second part, developed for student use, includes the following: objectives (learning tasks); prior student experiences; necessary equipment, supplies, and resources; description of simulation situation; instructions for five learning tasks; and worksheets. (This module was developed around performance objectives 71, 74, 75, and 80 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 450 CE 019 798

Caughman, Joan T.
In-Basket Simulation: Office Procedures. Teacher (and Student Manuals), B. Secretary to the Manager of an Installment Loan Department of a Bank.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Banking, *Competency Based Education, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Planning, *Secretaries, *Working Hours, Behavioral Objectives, Independent Study, Learning Modules, Office Practice, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Worksheets
Identifiers—Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of a secretary for secondary and postsecondary teachers and students, the eighth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (This module was developed around performance objectives 4 and 7 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 451 CE 019 799

Woodard, Sandra R.
In-Basket Simulation: Typing. Teacher (and Student Manuals), B. Auditing Clerk-Typist.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—South Carolina State Dept. of Education, Columbia
Pub Date—78
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Education, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Typists, Behavioral Objectives, Independent Study, Learning Modules, Office Practice, Planning, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Working Hours, Worksheets
Identifiers—Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an auditing clerk typist for secondary and postsecondary teachers and students, the ninth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; work sheet; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (This module was developed around performance objectives 4 and 7 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 452 CE 019 800

Hawkins, Nancy Malloy

In-Basket Simulation: Word Processing. Teacher (and Student Manuals), A. Administrative Secretary for a Paper Company.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Secretaries, Behavioral Objectives, Independent Study, Learning Modules, Planning, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Working Hours, Worksheets

Identifiers—Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an administrative secretary in a paper company for secondary and postsecondary teachers and students, the tenth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; definitions of terminology; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; in-basket items to prioritize. (This module was developed around performance objective 4 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Other related office occupations instructional materials are available in ERIC—see note.) (EM).

ED 166 453 CE 019 801

Cliatt, Katherine H.

In-Basket Simulation: Word Processing. Teacher (and Student Manuals), A. Administrative Secretary for the Office of the State Treasurer.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—South Carolina State Dept. of Education, Columbia

Pub Date—78

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Learning Activities, *Needs Assessment, *Office Occupations Education, *Secretaries, Behavioral Objectives, Independent Study, Learning Modules, Planning, Postsecondary Education, Secondary Education, Simulation, Teaching Guides, Vocational Education, Working Hours, Worksheets

Identifiers—Vocational Technical Education Consortium States

This in-basket-simulation learning module on the activities of an administrative secretary in the office of the State Treasurer for secondary and postsecondary teachers and students, the last in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each of the modules in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; definitions of terminology; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (The module was developed around performance objectives 4 and 11 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. Some other related office occupations instructional materials are available in ERIC—see note. (EM).

ED 166 454 CE 019 803

Hopcus, Sharron Armstrong, Ivan J.

Professional Cosmetology Practices. Instructional Units.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—78

Available from—Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF12 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Competency Based Education, *Cosmetology, *Job Skills, *Learning Activities, *Vocational Education, Administration, Hygiene, Instructional Materials, Postsecondary Education, Resource Materials, Safety, Service Occupations, Success, Units of Study

This publication is designed to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of cosmetology programs. The instructional units are in five areas: (1) orientation, (2) professional practices: hair, (3) professional practices: skin and nails, (4) cosmetology science, and (5) management practices. Each area consists of two or more instructional units. Each instructional unit includes behavioral objectives, suggested activities for the instructor, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests. Units are planned for more than one lesson or class period of instruction. Each unit is based on behavioral objectives which state the course goals. The behavioral objectives are stated as unit objectives and student performance objectives. (CSS).

ED 166 455 CE 019 814

Project: MOBILITY. Introduction and Summary.

Fresno City Coll. Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Needs Assessment, *Vocational Education, College Programs, Community Colleges, Flow Charts, Program Descriptions, Program Development, Research Projects,

Research Reports
Identifiers—Fresno City College CA, Project MOBILITY

This report summarizes a project designed to develop vocational educational programs and services for educationally disadvantaged and physically handicapped students at Fresno City College, California. The introduction provides an overview of the two phases of the project: phase I, a needs assessment; and phase II, curriculum development and coordination of services for five vocational programs (automotive mechanics, electronics, licensed vocational nursing, registered nursing, and office occupations). The second section presents two sets of materials: (1) a mission profile (flow chart) of the major functions proposed to be performed during phase II; (2) and the chronicle (specific steps) and summary of the functions actually performed during phase II. It also provides a time-line schedule showing the time that was required to complete each function. The third section identifies problems encountered during project implementation, how they were solved and recommendations for avoiding similar problems in future implementations. The final section contains an article titled "Towards Educational Responsiveness to Society's Needs: A Tentative Model Achieving the Independent Survival Point". This article describes a utility model based upon three possible referents for defining educational needs. (Reports on the needs assessment, curriculum analysis, guidance programs, and program management, equity, planning, and evaluation are presented in documents CE 019 815-825.) (JH).

ED 166 456 **CE 019 815**

Wood, R. Ronald

(Project: MOBILITY.) Research and Design Project for Disadvantaged Student Programs and Needs Assessment of Select Disadvantaged Students Programs at Fresno City College. Summary of Final Report. Need Assessment.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—G007603888
Note—76p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Community Colleges, *Disadvantaged Youth, *Handicapped Students, *Needs Assessment, *Vocational Education, College Programs, Educational Planning, Flow Charts, Models, Research Projects, Research Reports, Student Needs
Identifiers—Fresno City College CA, Project MOBILITY

The results of a needs assessment designed to determine the needs and problems of select disadvantaged students completing vocational education programs at Fresno City College (FCC), California, are presented in this report. Part 1 provides the needs assessment and program planning model, including a flow chart, and the narrative description. Part 2 describes the field testing of the model: the concerns assessment and the student testing and FCC records data. Part 3 includes the following measurable student objectives for the Extended Opportunity Program and the Enabler Program at FCC developed from the data obtained from the needs assessment: retention, attitudes, measurements, affirmative action, program completion, personal growth/fulfillment outcomes, required skills/knowledge outcomes, and grade point average outcomes. Part 4 presents these conclusions: using the tools and logic of educational system planning, a needs assessment and planning model for community college disadvantaged student programs can be developed; and for given community college disadvantaged students, concerns can be identified using existing college documents and personal group interviews. Part 4 also includes the following recommendations: all components of the needs assessment and planning model should be thoroughly field tested; and a new model should be developed to strengthen the present one. (JH).

ED 166 457 **CE 019 816**

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Automotive Mechanics. Curriculum Analysis.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603888
Note—181p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Auto Mechanics, *Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Vocational Education, Affective Objectives, Cognitive Objectives, Community Colleges, Curriculum Evaluation, Educational Problems, Employment Qualifications, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis
Identifiers—Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the automotive mechanics program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH).

ED 166 458 **CE 019 817**

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Electronics. Curriculum Analysis.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603888
Note—143p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Disadvantaged Youth, *Electronics, *Handicapped Students, *Vocational Education, Affective Objectives, Cognitive Objectives, Community Colleges, Curriculum Evaluation, Educational Problems, Employment Qualifications, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis
Identifiers—Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the electronics program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and a diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH).

ED 166 459 **CE 019 818**

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Licensed Vocational Nursing. Curriculum Analysis.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603888
Note—166p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Practical Nurses, *Vocational Education, Affective Objectives, Cognitive Objectives, Community Colleges, Curriculum Evaluation, Educational Problems, Employment Qualifications, Job Analysis, Job Skills, Nurses, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis
Identifiers—Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the licensed vocational nursing program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and a diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH).

ED 166 460 **CE 019 819**

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Office Occupations. Curriculum Analysis.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603888
Note—338p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Office Occupations, *Vocational Education, Affective Objectives, Cognitive Objectives, Community Colleges, Curriculum Evaluation, Educational Problems, Employment Qualifications, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis
Identifiers—Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the office occupations program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related causes. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH).

ED 166 461 **CE 019 820**

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Registered Nurses. Curriculum Analysis.

Fresno City Coll. Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603888
Note—191p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Disadvantaged Youth, *Handicapped Students, *Nurses, *Vocational Education, Affective Objectives, Cognitive Objectives, Community Colleges, Curriculum Evaluation, Educational Problems, Employment Qualifications, Job Analysis, Job Skills, Performance Criteria, Psychomotor Objectives, Student Problems, Task Analysis
Identifiers—Fresno City College CA, Project MOBILITY

The results of a five-step curriculum analysis of the registered nursing program at Fresno City College, California, are provided in this booklet. (An analysis of four other vocational programs are provided in CE 019 817-820.) The products of step 1 include a definition of the employment opportunity for this area and a statement of the skills/behaviors/attitudes required for employment; program curriculum objective defined specific to the stated employment requirements; performance requirements for the stated program curriculum objective; curriculum objectives of all existing vocational/occupational courses presently required for graduation from this program area; and a definition of the terminal mastery (cognitive/affective/psychomotor) which students must achieve from each non-occupational/vocational course included in the program. Step 2 includes a cognitive/affective/psychomotor analysis of each stated course objective and the criteria of mastery for each item identified. Step 3 includes an identification of items of mastery required in each course which represent problem areas for the disadvantaged student; and diagnosis/identification of the nature of the problem areas and their perceived causes in terms of student-related and curriculum/course-related courses. Step 4 includes a restatement of the priority problem area as terminal performance objectives, criterion measures for each terminal performance objective, learning requirements to achieve each objective, an organization of learning stress, and an analysis of alternate methods and media. Finally, step 5 includes specific recommendations of program/course change to eliminate identified problems and produce the required mastery. (JH).

ED 166 462 CE 019 821

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. The Extended Family. Counseling and Guidance.

Fresno City Coll. Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007603888

Note—75p. ; Not available in hard copy due to thin type in the original document. For related documents see ED 135 443 and CE 019 814-824

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Counseling Services, *Disadvantaged Youth, *Extended Family, *Guidance Programs, *Handicapped Students, *Vocational Education, Community Colleges, Flow Charts, Models, Program Descriptions, Program Guides

Identifiers—Fresno City College CA, Project MOBILITY

This booklet describes a counseling and guidance program (The Extended Family) designed for disadvantaged and handicapped vocational education students at Fresno City College, California. The following sections are provided: program rationale; program overall objectives; sub-objectives for each overall objective; characteristics of personnel to be involved; criteria for the evaluation of program effectiveness; student's personal contact for membership in the Extended Family Program; general recommendations for the program implementation; the Extended Family model of counseling and guidance; implementation functions and time line; narrative of implementation functions; and budget narrative. (JH).

ED 166 463 CE 019 822

Project: MOBILITY. A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Affirmative Action and Sex Fairness Management Plans.

Fresno City Coll. Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007603888

Note—41p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 135 443 and CE 019 814-824

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Affirmative Action, *College Programs, *Program Development, *Sex Fairness, *Vocational Education, Community Colleges, Disadvantaged Youth, Federal Legislation, Flow Charts, Guidelines, Handicapped Students, Management Systems, Program Descriptions, Research Projects

Identifiers—Fresno Community College CA, Project MOBILITY

Developed as part of a research and design project for disadvantaged and handicapped vocational education students at Fresno City College, California, two management plans to assure compliance with affirmative action and sex fairness legislation are presented in this booklet: Plan 1, a generic plan of action to qualify for federal funding, and plan 2, a generic plan of action for implementing a student identification/assessment/support system for disadvantaged/handicapped and non-traditional vocational education students. Each contains a narrative description, a mission profile (flow chart), and an analysis of subfunctions. (JH).

ED 166 464 CE 019 823

Corrigan, Robert E. Wood, R. Ronald

Project: MOBILITY: A Federally Funded Research and Design Project for Disadvantaged and Handicapped Vocational Education Students. Long Range Planning Process. Management Plans.

Fresno City Coll. Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Planning, Community Colleges, Decision Making, Models, Program Descriptions, Program Development, Vocational Education

Identifiers—Fresno City College CA, Project MOBILITY

A management plan developed for the district-wide coordination of vocational education program planning in the State Center Community College District, California, is presented. Following a discussion of the planning process (in memo form) and a section on how to read flow-block diagrams, the mission profile and narrative description of this model are provided. Major functions include the following components: define vocational education missions, goals, objectives at the district level; identify Fresno City College vocational education administrative objectives and performance requirements; define functions performed at the district level; define functions performed by each institution; identify SCCCD vocational education mandates; derive data required for vocational education programs; identify vertical horizontal discrepancies; identify revisions strategies; define program decision-making steps for program commitments; identify vocational education program articulation/coordination; identify qualifications of each institution for program responsibility; select institution(s) responsible for program design; develop specific program plans for approval; assure feasibility of required resources to implement programs; obtain required approvals for program implementation; develop and implement management; coordinate and evaluate sub-systems. (JH).

ED 166 465 CE 019 824

Project: MOBILITY. A Federally Funded Research Design Project for Disadvantaged and Handicapped Vocational Education Students. Program Evaluation and Fiscal Audit.

Fresno City Coll. Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007603888

Note—64p. ; Not available in hard copy due to light print. For related documents see ED 135 443 and CE 019 814-823

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Disadvantaged Youth, *Handicapped Students, *Program Evaluation, *Vocational Education, Community Colleges, Flow Charts, Guides, Money Management, Program Descriptions, Readability Formulas, Records Forms, Research Projects

Identifiers—Fresno City College CA, Project MOBILITY

This booklet presents evaluation and audit systems developed to monitor and evaluate student/program success as part of a project designed to improve program and services for disadvantaged and handicapped vocational students at Fresno City College, California. The booklet is divided into the following sections: procedures for implementing and assessing measurable student objectives (includes a student project identification form and a flow chart of project file and evaluation of measured student objectives); implementation and evaluation of the student/assessment/support system (includes a flow chart of the student monitoring system and a sample copy of a student educational/occupational objectives planning sheet); a copy of a publication entitled "A Guide for Documentation" of Disadvantaged and Handicapped Programs"; State Center Community College District Budget Preparation Instructions 1978-79; and a copy of a test to evaluate material readability. (JH).

ED 166 466 CE 019 826

Lieblong, Burl W. McLendon, Don

Utilizing Professional Counseling Services to Reduce the Dropout Rate in Postsecondary Vocational Technical Education. Final Report.

Clinical Associates, Wynne, Ark. Crowley's Ridge Vocational Technical School, Forrest City, Ark

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Counseling Services, *Dropout Prevention, *Potential Dropouts, *Student Problems, *Vocational Education, Dropout Characteristics, Dropout Rate, Dropout Research, Educational Problems, Emotional Problems, Inservice Teacher Education, Postsecondary Education, Program Descriptions, Program Development, Program Evaluation

A project was designed to identify student needs contributing to high vocational technical school dropout rates and to develop strategies for effective rate reduction. Project staff objectives were to (1) identify problems impeding potential dropouts from training success, (2) alleviate potential dropouts' critical needs, (3) implement meaningful training experiences in identifying, solving, and referring critical needs, and (4) reduce overall dropout rate by 40%. All objectives were realized to some extent; however, the dropout rate was reduced by only 35%. At three vocational technical schools arrangements were made for students to be seen on campus by professional counselors. During the project's first two years, approximately 207 self-, instructor-, or administrator-referred students were seen in confidential consultations. Program responses by instructors and students were considered positive. The instructional staff received a six-week training program to assist them in recognizing educational/emotional problems. Through the counseling staff's preenrollment form, a number of educational (e. g. poor educational background) and personal (e. g. financial problems) needs were identified as impeding students' occupational training success. Counseling and instructional staff members initiated an overall learning assessment and specific training program. Surveys were used to determine student awareness of counseling services, staff effectiveness, student consumer views, and instructor awareness of counseling services. (CSS).

ED 166 467 CE 019 828

Fair, James W. Comp. Simmons, Kenneth L. Comp

Identification of Competencies Needed by Local Vocational Administrators in Mississippi.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Report No.—R-78-02

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrators, *Job Skills, *Task Analysis, *Vocational Education, * Administrator Education, Data Analysis, Educational Needs, Identification, Needs Assessment, Questionnaires, Rating Scales, Skills

Identifiers—Mississippi

The purpose of this study was to identify and analyze competencies needed by local vocational administrators and to develop an administration model for training local vocational administrators in Mississippi. An inventory of competencies was developed through a review of related literature and was revised by a panel of five workshop participants. The revised list of competencies contained 168 task statements organized into nine categories. A questionnaire, incorporating this list, was mailed to all 127 secondary and postsecondary vocational administrators in Mississippi. The responses were analyzed to determine the frequency with which each task was used, the degree of training needed for each task, and the characteristics of the administrators responding. With respect to amount of time spent performing each task, two categories, —instructional management, and business and financial management—were rated the highest. These two categories, along with those of program planning, development, evaluation, and instructional management, were rated the highest with respect to amount of training needed. Finally, the results indicated that the largest number of vocational directors in Mississippi have nine years of experience or less. (Appended materials comprise the bulk of this document and include such items as the administrative task inventory, master list of competencies, summary of responses to 168 administrative tasks, etc.) (JH).

ED 166 468 CE 019 835

Sorenson, Gary W. Suzuki, Warren N.

A Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon. Final Report of a Special Project.

Oregon State Univ. Corvallis. Inst. for Manpower Studies

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section

Pub Date—78

Contract—50-004-234

Note—153p

Pub Type—Reports—Descriptive (141). Tests, Questionaires, Evaluation instru ments (160)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Cost Effectiveness, *Decision Making, *Program Effectiveness, *Program Evaluation, *Program Improvement, *Vocational Education, Accountability, Disadvantaged, Educational Quality, Employment Qualifications, Handicapped Students, Job Skills, Measurement Instruments, Models, Postsecondary Education, Program Descriptions, Secondary Education, Sex Bias, Sex Stereotypes, Statewide Planning, Student Needs, Systems Approach

Identifiers—Oregon

This report describes a project to develop a system for community colleges to delineate, obtain, and provide information for judging whether to continue, modify, or terminate occupational education programs. The report reviews the project's background, objectives, procedures, accomplishments, problems, evaluation, and conclusions/recommendations. The system is said to be correlated with Oregon's "Statewide Evaluation System for Vocational Education: Guidelines," developed in 1978 by community college representatives. It includes criteria and displays for identifying deficiencies in meeting disadvantaged and handicapped learner needs and in reducing sex bias and sex-role stereotyping. A three-part attachment makes up the major portion of the report. Part 1, the technical report, describes a methodology for systematically reviewing each occupational education program of Oregon community colleges so administrators and boards can make decisions about program continuation, modification, or termination. Program effectiveness, costs, efficiency, and essentiality are decision-making factors mentioned in the system methodology. Part 2 contains suggested procedures for implementing the program review and decision-making system and conducting and documenting follow-up studies of former students and their employers. Part 3 is a compendium of tables and types of information displays, including summaries of program assessments and decisions on whether to continue, modify, or terminate a program. (CSS).

ED 166 469 CE 019 896

Burrows, Ann, Ed

MATCHE: Management Approach to Teaching Consumer and Homemaking Education. Proceedings: MATCHE I Workshop (San Francisco, California, April 7-8, 1975; Los Angeles, California, April 10-11, 1975).

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—75

Pub Type—Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Program Design, *Program Development, *Workshops, Conceptual Schemes, Models, Needs Assessment, Program Content, Program Descriptions

Workshop proceedings in San Francisco and Los Angeles concerning the development of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) are examined in this report. Basic information gleaned from presentations, reports, and transcripts of taped lectures of both workshops are included. Subjects contained in the report are history of MATCHE, what MATCHE is, why MATCHE is important now, how it can be used, drafting a model in the management areas, building models-introduction, challenge and plans for implementation, and future developments of MATCHE. Following the summary are several appendixes: program of workshop events, an organizational chart of MATCHE, explanation and illustration of cybernetic models, an example of a model for use in the area of management, directions for development summary of the MATCHE strand worksheets, an evaluation form, and a list of workshop participants. (Other area workshop proceedings (CE 019 897-899) are also available, along with the resulting learning modules (CE 019 901-967) and strategies for tying MATCHE to FHA-HERO (CE 019 900).) (CT).

ED 166 470 **CE 019 897**

Burrows, Ann, Ed

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Proceedings: MATCHE II Workshop (Fresno, California, April 5-6, 1976.).

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—76

Pub Type—Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Curriculum Design, *Curriculum Development, *Home Economics Education, *Workshops, Individualized Instruction, Learning Activities, Models, Preservice Teacher Education, Program Descriptions, Program Evaluation, Program Validation

Workshop proceedings in Fresno, California, concerning the development of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE), a preservice home economics teacher education curriculum design, are presented in this report. Presentations from the workshop include unique and timely competency-based individualized instruction programs; validation techniques for curriculum development; philosophy of three strands of MATCHE; and strategies of teaching and evaluating for individualized programs. Also in this section are group presentations concerning the subject areas of MATCHE learning modules: Core: consumer approach; life-styles and the consumer; community consumer resources; housing; and human development. Appended are the program of workshop activities, why MATCHE is needed now, how it can be used, content validity of MATCHE modules (in the form of a workshop-participant questionnaire), learning activities in consumer education for MATCHE students, a rating device for participation as a group-activity member, a schedule of events for the MATCHE II seminar, and lists of participants at seminars in San Francisco, Long Beach, and Fresno. (Other area workshop proceedings (CE 019 896 and CE 019 898-899) are also available, along with the resulting learning modules (CE 019 901-967) and strategies for tying MATCHE to FHA-HERO (CE 019 900).) (CT).

ED 166 471 **CE 019 898**

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Proceedings: MATCHE III Workshop (Fresno, California, March 7-8, 1977).

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Clothing Instruction, *Competency Based Teacher Education, *Home Economics Education, *Home Management, *Textiles Instruction, *Workshops, Curriculum Design, Curriculum Development, Program Descriptions, Program Development, Program Evaluation

Proceedings in the areas of textiles and clothing and management are presented in this third-workshop report of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE), a preservice home economics teacher education curriculum design. Presentation areas include new developments and trends in home management, new trends and developments in textiles and clothing, evaluating the MATCHE modules, and a participant's view of the workshop; its importance and an evaluation. Appended are a schedule of workshop events, a list of modules expanded and module writers, a content-validity questionnaire, and a list of workshop participants. (Other area workshop proceedings (CE 019 896-897 and CE 019 899) are also available, along with the resulting learning modules (CE 019 901-967) and strategies for tying MATCHE to FHA-HERO (CE 019 900).) (CT).

ED 166 472 **CE 019 899**

Burrows, Ann, Ed

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Proceedings: MATCHE IV Workshop (Fresno, California, September 23, 1977).

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Core Curriculum, *Foods Instruction, *Home Economics Education, *Nutrition Instruction. *Workshops, Curriculum Design, Curriculum Development, Objectives, Program Descriptions, Program Development, Program Evaluation

This report on workshop activities of the Management Approach to Teaching Consumer and Homemaking Education (MATCHE) meeting in Fresno, 1977, concerns the updating and expansion of the Foods and Nutrition modules and the four remaining core modules, and also a review, discussion, and revision of the objectives for those modules. The MATCHE purpose and process are explained and are accompanied by a chart illustrating the MATCHE components. Objectives for the expanded modules are evaluated, and include tables and rating questionnaires. Appended are a schedule of workshop events, a chart illustrating MATCHE modules, explanation of how objectives were evaluated, an evaluation form, a list of workshop participants, a brief introduction to competency-based objectives, and the results of the MATCHE IV workshop evaluation. (Other area workshop proceedings (CE 019 896-898) are also available, along with the resulting learning modules (CE 019 901-967) and strategies for tying MATCHE to FHA-HERO (CE 019 900).) (CT).

ED 166 473 **CE 019 900**

DeBenedetti, Janice L.

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) FHA-HERO: Objectives and Suggested Activities. An Integral Part of Home Economics Instructional Programs.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Program Development, *Student Organizations, Educational Objectives, Instructional Programs, Learning Modules, Occupational Home Economics, Occupational Information, Preservice Teacher Education

Identifiers—Future Homemakers of America

This competency-based preservice home economics teacher education module on Future Homemakers of America-Home Economics

Related Occupations (FHA-HERO) contains objectives and suggested activities for utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs. Presented are seven units of instruction: describing the FHA-HERO organization; developing a personal philosophy; organizing and managing a chapter; implementing an annual program of activities; coordinating leadership experiences; implementing legislation through FHA-HERO; and promoting effective public relations. Included are suggested activities for the following areas: housing, foods and nutrition, textiles and clothing, human development, and management. (Other modules in these areas are available in the ERIC system as CE 019 901-967.) (CT).

ED 166 474 **CE 019 901**

Barkley, Margaret

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Core. Module I-A-1: Life Styles and the Consumer.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Life Style, Answer Keys, Core Curriculum, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum, Values

This competency-based preservice home economics teacher education module on life styles and the consumer is the first in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) components of life styles; (2) effects of values and goals on life styles; and (3) developing a life style. Each unit includes the following elements: objective, overview, narrative summary, and suggested activities. A list of suggested resources (readings) for the entire module is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 475 **CE 019 902**

Barkley, Margaret

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Core. Module I-A-2: Community Consumer Resources.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Community Resources, *Competency Based Teacher Education, *Consumer Education, *Home Economics Education, Answer Keys, Consumer Economics, Core Curriculum, Decision Making, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Allocation, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on community consumer resources is the second in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Three units of instruction are presented: (1) resource characteristics; (2) factors which influence the use of resources; and (3) factors which influence decision making on the use of resources. Each unit includes the following elements: objective, overview, narrative summary, and suggested activities. A list of suggested resources (readings) for the module is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 476 **CE 019 903**

Smith, Sharman

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Core. Module I-A-3: Consumer Rights and Responsibilities.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Consumer Protection, *Home Economics Education, Answer Keys, Core Curriculum, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Responsibility, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer rights and responsibilities is the third in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: consumer rights and responsibilities (includes lessons on consumer rights and responsibilities and the protection of consumer rights); and (2) consumer rights and responsibilities in action (includes lessons on violations of consumer rights and consumer action). Each unit generally includes the following elements: objectives, overview, lesson narrative summary, and suggested lesson activities. A list of suggested resources (readings) for the module is also provided. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 477 **CE 019 904**

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Core. Module I-A-4: Incorporating the Consumer Approach in Homemaking Classes.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer

Education, *Curriculum Development, *Home Economics Education, *Student Needs, Answer Keys, Core Curriculum, Educational Objectives, Higher Education, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on incorporating the consumer approach in homemaking classes is the fourth in a set of four core curriculum modules on consumer approach to homemaking education. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) who are your pupils? (includes lessons on obtaining facts about your pupils, about families, and about communities); (2) what are your pupils' consumer needs? (includes lessons on assessment of pupils' consumer needs, understanding your pupils' consumption patterns, and available consumer resources); (3) meeting your pupils' consumer needs in the classroom (includes lessons on meeting your pupils' needs and interests, and planning meaningful and relevant lessons and activities); and (4) what does the teacher need to know (includes lessons on available resources and concepts of consumer education). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources. Each unit also includes a progress test (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 478 CE 019 905

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module I-B-1: Consumer Use of the Community.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Community Benefits, *Community Resources, *Competency Based Teacher Education, *Consumer Education, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer use of the community is the first in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) community facilities (includes a lesson on the location and function of community facilities) and (2) community agencies and services (lessons included are overviewing community needs met through community services and investigating community agencies). Each lesson includes the following elements: narrative summary, suggested activities, and suggested resources. Unit 2 contains a community service chart (community needs and community resources) and a progress chart. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 479 CE 019 906

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module I-B-2: Procedures for Selecting a Community.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Community Characteristics, *Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Place of Residence, * Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Neighborhoods, Performance Tests, Preservice Teacher Education, Resource Materials, Selection, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on procedures for selecting a community is the second in a set of six modules on consumer education related to housing. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) investigating a community (includes a lesson on the community and citizen interaction); (2) choosing a neighborhood (includes a lesson on neighborhood selection and evaluation); and (3) creating a satisfying community environment (includes a lesson on the community and the environment). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 480 CE 019 907

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module I-B-3: Procedures for Selecting Housing.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Housing, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Selection, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on procedures for selecting housing is the third in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, six units of instruction are presented: (1) general considerations for selecting housing (includes three lessons); (2) selecting an apartment; (3) selecting a single family dwelling (includes two lessons); (4) selecting a townhouse or condominium; (5) selecting a mobile home and park (includes two lessons); and (6) selecting a prefabricated home. Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document.

(Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 481 CE 019 908

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module I-B-4: Shopping for a Home Loan.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, Answer Keys, Educational Objectives, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

Identifiers—Home Loans

This competency-based preservice home economics teacher education module on shopping for a home loan is the fourth in a set of six modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) obtaining a home loan (includes lessons on source of home loans, types of home loans, and qualifying for a home loan); (2) calculating the costs for a home (includes lessons on terminology in home finance, property appraisal and value, and figuring the costs); and (3) closing of financial arrangements for a home (includes lessons on terminology of closing arrangements, closing arrangements, and advantages and disadvantages of buying). Each unit generally includes the following elements: narrative summary, suggested activities, suggested resources, and progress check (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 483 CE 019 910

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module I-B-6: Maintenance Procedures for Surfaces and Appliances.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Science, *Home Economics Education, *Maintenance, Answer Keys, Appliance Repairing, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

Identifiers—Interior Surfaces

This competency-based preservice home economics teacher education module on maintenance procedures for surfaces and appliances is the sixth in a set of six modules on consumer education related to housing. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) care and maintenance of interior background surfaces (includes one lesson) and (2) care and maintenance of major installed appliances (includes one lesson on use, care, and life cycle costs of major appliances). Each lesson includes a narrative summary, suggested activities, suggested resources, and a progress test or check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 484 CE 019 911

Newsome, Ratana

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Foods and Nutrition. Module I-C-1: Technological, Sociological, Ecological, and Environmental Factors Related to Food.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Food, *Home Economics Education, Answer Keys, Ecological Factors, Educational Objectives, Environmental Influences, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Social Influences, Teacher Education Curriculum, Technological Advancement

Identifiers—United States

This competency-based preservice home economics teacher education module on technological, sociological, ecological, and environmental factors related to food is the first in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) the dietary goals for the United States and food choice; (2) impact of food technology and food choice; (3) food additives, chemicals in foods, and food choice; and (4) sociological, ecological, and environmental factors in food choice. Each unit generally includes the following elements: objectives, overview, narrative summary, pre/posttest, suggested activities, progress check, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 485 CE 019 912

Mar, Evelyn

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Foods and Nutrition. Module I-C-2: Regulatory Agencies Responsible for Wholesomeness and Quality of Foods.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom

Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Competency Based Teacher Education, *Consumer Protection, *Food and Drug Inspectors, *Food Standards, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on regulatory agencies responsible for wholesomeness and quality of foods is the second in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, one unit of instruction is presented, consisting of thirteen suggested activities and a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 486 CE 019 913
Kissick, Elena
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Foods and Nutrition. Module I-C-3: Consumer Aspects in Planning Meals.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Nutrition, Performance Tests, Preservice Teacher Education, Psychological Needs, Resource Materials, Socioeconomic Influences, Teacher Education Curriculum
Identifiers—Menu Planning

This competency-based preservice home economics teacher education module on consumer aspects in planning meals is the third in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) principles of meal management and menu planning (includes six lessons on the consumer and meal management, planning meals to meet physiological needs, psychological needs which influence meal planning, cultural aspects in meal planning, socioeconomics of meal management, and the principles of meal management applied) and (2) reliable sources of nutrition information. Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 487 CE 019 914
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Foods and Nutrition. Module I-C-4: Cultural Food Patterns.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Competency Based Teacher Education, *Consumer Education, *Cultural Differences, *Food, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on cultural food patterns is the fourth in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, one unit of instruction is presented (includes one lesson on cultural and ethnic variations). The unit includes the following elements: objectives, overview, narrative summary, suggested lesson activities, suggested resources (readings), and a unit progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 488 CE 019 915
Armstrong, Jill
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Foods and Nutrition. Module I-C-5: Influences on Food Prices.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Economic Factors, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Nutrition, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum
Identifiers—Food Prices

This competency-based preservice home economics teacher education module on influences on food prices is the fifth in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) factors affecting food prices and (2) calculating actual food costs. Each unit includes the following elements: objectives, overview, narrative summary, suggested activities, and suggested resources. Also included in this module is a list of references on the evaluation of nutrient content, price, and palatability of brand names. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 489 CE 019 916
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Textiles and Clothing. Module I-D-1: Consumer Approach to Textiles and

Clothing.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Clothing, *Competency Based Teacher Education, *Consumer Education, * *Home Economics Education, Answer Keys, Economic Factors, Educational Objectives, Federal Legislation, Federal Regulation, Higher Education, Learning Modules, Performance Tests, Political Influences, Preservice Teacher Education, Resource Materials, Social Influences, Socioeconomic Influences, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer approach to textiles and clothing is the first in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) factors which influence textiles and/or clothing production and consumption (includes lessons on sociological and psychological influences, political influences, geographic influences, economic influences, fashion influence, and individual factors); (2) regulations for the production, distribution, and safety of textiles (includes lessons on Textile Fiber Products Identification Act and Wool and Fair Products Labeling Acts; care labeling; and Flammable Fabrics Acts); and (3) consumer rights and responsibilities regarding textiles and clothing (includes lessons on quality and defects and consumer complaints). Each lesson includes the following elements: narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 490 CE 019 917

Henry, Nina

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Textiles and Clothing. Module I-D-2: Sociological, Psychological, and Economic Factors Affecting Clothing Selections.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Clothing, *Competency Based Teacher Education, *Consumer Economics, * *Home Economics Education, *Individual Needs, Answer Keys, Economic Factors, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Psychological Needs, Resource Materials, Social Influences, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on sociological, psychological, and economic factors affecting clothing selection is the second in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) the influence of society on individual dress (includes five lessons on social conditions, psychological conditions, economic conditions, standards of appearance, and clothing values) and (2) individual differences and values, self-image and life style in clothing selection (includes two lessons on self-image and life style). Each lesson generally includes the following elements: narrative summary, suggested activities, suggested resources (readings), and progress check (with answer key). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 491 CE 019 918

Henry, Nina

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Textiles and Clothing. Module I-D-3: Clothing Needs of Individuals.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Clothing, *Competency Based Teacher Education, *Home Economics Education, *Individual Needs, Answer Keys, Consumer Economics, Educational Objectives, Higher Education, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on clothing needs of individuals is the third in a set of four modules on consumer education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) clothing for various ages (includes three lessons on clothing needs, clothing costs, and children's clothes); (2) clothing for the handicapped (includes one lesson on clothing needs, features and sources); and (3) apparel and work (includes one lesson on clothing for occupations/careers and sources). Each lesson generally includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 492 CE 019 919

Joseph, Marjory

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Textiles and Clothing. Module I-D-4: Applications and Implications of New Technology in Textiles and Clothing.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Fashion Industry, *Home Economics Education, *Technological Advancement, Answer Keys, Educational Objectives, Higher Education, Innovation, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on applications and implications of new technology in textiles and clothing is the fourth in a set of four modules on consumer education related to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented on technological innovations and their applications. Each unit includes the unit objectives and overview. Each lesson includes a narrative summary and suggested activities, and the lesson for unit 2 provides a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 493 **CE 019 920**

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Human Development. Module I-E-1: Societal Changes Affecting the Consumer Habits of Individual Living Units.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Consumer Education, *Home Economics Education, *Social Influences, Answer Keys, Curriculum Development, Educational Objectives, Higher Education, Learning Modules, Performance Tests, Preservice Teacher Education, Research Methodology, Resource Materials, Social Change, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on societal changes affecting the consumer habits of individual living units is the first in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) current changes in society affecting families and other living units (includes lessons on the process for uncovering affectual changes and a selected issue for study); (2) projecting the effect of societal changes on consumer habits of living groups (includes lessons on testing a hypothesis through interview and validating study by reviewing research); and (3) creating and influencing secondary curriculum to reflect changing consumer habits resulting from changes in societal patterns (includes a lesson on planning a teaching module). Each unit includes the unit objectives and overview. Each lesson includes a narrative summary and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics instructional programs (CE 019 900).) (JH).

ED 166 494 **CE 019 921**

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Human Development. Module I-E-2: The Relationship between Spending Patterns and Interpersonal Relationships.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Home Economics Education, *Interpersonal Relationship, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum, Values

Identifiers—Spending Patterns

This competency-based preservice home economics teacher education module on the relationship between spending patterns and interpersonal relationships is the second in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) your values as expressed through your spending habits (includes lessons on personal value systems and de jure and de facto values); (2) changing values of individuals and society and their effect on interpersonal relationships (includes lesson on societal and individual values); (3) economic design-making and interpersonal relationships (includes a lesson on spending patterns in varied individual and group relationships); and (4) goals and spending patterns in various socioeconomic groups (includes one lesson). Each lesson generally includes the following elements: narrative summary, suggested activities, suggested resources, and a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 495 **CE 019 922**

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Human Development. Module I-E-3: Financial Pressures in Various Life Styles and Cycles.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Financial Needs, *Home Economics Education, *Life Style, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on financial pressures in various life styles and cycles is the third in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) identification of financial pressures (includes lessons on traditional and varying styles of living units and their unique financial pressures); (2) methods of meeting needs (includes a lesson on identification of responses to financial pressures); and (3) key issues for secondary consumer and homemaking programs (includes a lesson on identifying important issues for consumer and homemaking programs in the area of financial pressures on various living units). Each lesson includes the following elements: narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 496 CE 019 923

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Human Development. Module I-E-4: Individuals and Families in Crisis.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Family Problems, *Home Economics Education, Answer Keys, Crisis Intervention, Educational Objectives, Higher Education, Human Development, Learning Modules, Performance Tests, Preservice Teacher Education, Problems, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on individuals and families in crisis is the fourth in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, one unit of instruction including four lessons is presented. The lesson topics are identifying a crisis, effects on the individual or family, living with crisis, and sources of help. Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A unit progress test is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-967; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 497 CE 019 924

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Human Development. Module I-E-5: Consumer Aspects of Parenthood.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Parent Responsibility, Answer Keys, Day Care Centers, Educational Objectives, Financial Needs, Higher Education, Learning Activities, Learning Modules, Parents, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer aspects of parenthood is the fifth in a set of five modules on consumer education related to human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) personal and financial pressures surrounding living units with children (lessons included are on background and research and creating a learning activity); (2) securing child care services (includes lessons on gathering information on securing child care, and writing a concise article); and (3) consumer education for children (includes lessons on collecting data on advertising aimed at children and creating an advertisement). Each lesson generally includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a list of module post-evaluation discussion questions conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strenghten the home economics instructional programs (CE 019 900).) (JH).

ED 166 498 CE 019 925

Bailey, Betty

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-1: Relationship between National and Consumer Economics.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Economics, *Consumer Education, *Economic Factors, *Home Economics Education, Answer Keys, Educational Objectives, Higher Education, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

Identifiers—United States

This competency-based preservice home economics teacher education module on the relationship between national and consumer economics is the first in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, one unit of instruction is presented on national and consumer economics. The unit consists of two lessons: (1) basic principles on which the national economy functions, and (2) the ways in which the consumer and the national economy affect each other. Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A list of suggested module resources (books and periodicals) is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 499 CE 019 926

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-2: Consumer Legislative Issues.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Legislation, Answer Keys, Educational Objectives, Higher Education, Information Sources, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials,

Teacher Education Curriculum

This competency-based preservice home economics teacher education module on consumer legislative issues is the second in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) consumer information sources and legislative history (includes lessons on consumer information sources and legislative history (includes lessons on consumer information and legislative sources and the history of consumer legislation), and (2) analysis of consumer legislation (includes lessons on analysis and contacting legislators). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). Progress tests for the two units are also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 500 CE 019 927

Movey, Jan

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-3: Environmental Issues and the Consumer.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Environmental Education, *Home Economics Education, Answer Keys, Community Action, Conservation Environment, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Pollution, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on environmental issues and the consumer is the third in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) current environmental issues related to family consumption patterns (includes one lesson on conservation and consumption patterns); (2) environmental action groups (includes lessons on evaluating environmental action groups and consumer acceptance of environmental action groups); (3) controlling pollution (includes lessons on the need to control pollution, pollution control, and pollution control practices); and (4) conserving natural resources (includes lessons on energy conservation, water conservation, and limited natural resources). Each lesson includes a narrative summary, suggested activities, and a list of suggested resources (readings). Some units also include a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 501 CE 019 928

Movey, Jan

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-4: Financial Management.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Money Management, Answer Keys, Consumer Education, Educational Objectives, Higher Education, Home Management, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on financial management is the fourth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) financial plan (includes lessons on alternative financial plans and savings plans); (2) planning individual and family purchases (includes lessons on consumer decision-making, appliance selection, and evaluating warranties); (3) insurance policies (with one lesson on purpose and types of policies); and (4) systems for accounting and record keeping (with one lesson). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A unit progress test is also included for the first three units. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 502 CE 019 929

Mau, Helen

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-5: Family and Individual Credit Management.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Competency Based Teacher Education, *Credit Finance, *Home Economics Education, *Home Management, *Money Management, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on family and individual credit management is the fifth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) qualifying for credit (includes a lesson on criteria and conditions); (2) getting credit (includes a lesson on methods for getting credit); (3) using credit effectively (includes lessons on determining the dollar costs of credit, and managing and using credit effectively); and (4) solving the problems of overextended credit (includes one lesson, six case studies, and three shopping guides.) Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A master list of suggested module resources (books, periodicals, films, and educational kits and games) is also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 503 CE 019 930

Smith, Sharman

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-6: Management View of the Multiple Role.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Home Management, *Multiple Employment, Answer Keys, Consumer Education, Educational Objectives, Employed Women, Family Role, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on management view of the multiple role is the sixth in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) understanding the multiple role (includes lessons on multiple role situations and working women); (2) analysis of costs/benefits of multiple role families (includes lessons on paycheck deductions, job related expenses, work related benefits, and value of additional income); (3) the effects of the multiple role situations on family consumption patterns (one lesson); and (4) management of family resources in a multiple role situation (includes lessons on managing household tasks, child care, and budget adjustments). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 504 CE 019 931

Movey, Jan

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Management. Module I-F-7: The Metric System.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Education, *Home Economics Education, *Metric System, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on the metric system is the seventh in a set of seven modules on consumer education related to management. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) understanding the metric system (with lessons on the history of the metric system, reasons for changing to metric, and metric terminology) and (2) weights and measures of the metric system (with a lesson on working with the metric system). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 505 CE 019 932

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Core. Module II-A-1: Analyzing Job Market Opportunities.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Employment Opportunities, *Home Economics Education, *Job Search Methods, *Occupational Home Economics, Answer Keys, Educational Objectives, Higher Education, Job Analysis, Labor Market, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on analyzing job market opportunities is the first in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following module objective and overview, two units of instruction are presented: (1) assessing job performance and job market trends (includes lessons on references for job opportunities and trends, resource persons for job opportunities and trends, and determining community need for entry-level jobs) and (2) assessing trainee characteristics (includes lessons on obtaining information about students and assessing personal traits). Each lesson includes a narrative summary, suggested activities, suggested resources (readings), and progress checks. Also included are unit progress tests and a list of suggested module resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 506 CE 019 933

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Core. Module II-A-2: Developing Occupational Programs.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Occupational Home Economics, *Program Development, Advisory Committees, Answer Keys, Educational Objectives, Financial Support, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on developing occupational programs is the second in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) administrative approval and funding (includes lessons on identifying program requirements and standards and identifying community and school resources); (2) advisory committees (includes lessons on purpose of an advisory committee, procedures for establishing committees, and organizing and operating a committee); (3) planning and scheduling an occupational program (includes a lesson on types of programs); and (4) program preparations (includes lessons on facilities and equipment, budgeting for the program, and keeping meaningful records and developing a filing system). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). Each unit also includes a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 507 CE 019 934

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Core. Module II-A-3: Implementing Occupational Programs.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Occupational Home Economics, *Program Development, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on implementing occupational programs is the third in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) recruiting students (includes one lesson on contacting students); (2) instructional program (includes three lessons on orientation to the world of work, group and individualized instruction, and developing a plan for individuals); (3) establishing sound employer cooperation, and assisting cooperating employers); and (4) job placement or continuation of education (includes two lessons on the teacher's responsibilities and applying for a job and preparing for a job interview). Each lesson generally includes: a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 508 CE 019 935

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Core. Module II-A-4: Evaluating Occupational Programs.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Evaluation Methods, *Home Economics Education, *Occupational Home Economics, *Program Evaluation, Answer Keys, Core Curriculum, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on evaluating occupational programs is the fourth in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) evaluation procedures (includes two lessons on program objectives and expected outcomes and evaluation devices for evaluating an occupational program); (2) evaluating the instructional program (includes two lessons on performance versus objectives and verifying objectives); and (3) modifying the instructional program (includes one lesson on analysis and interpretation of evaluation data). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 509 CE 019 936

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Consumer Approach Strand: Housing. Module II-B-1: Occupational Opportunities Related to Housing and Interiors.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Opportunities, *Competency Based Teacher Education, *Home Economics Education, *Home Furnishings, *Interior Design, Answer Keys, Educational Objectives, Employment Opportunities, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to housing and interiors in a set of two modules on consumer education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) career ladders and lattices in housing and interior furnishing (includes two lessons on career opportunities and employment opportunities), and (2) determining local job market opportunities and entry level skills (includes one lesson on surveying the local market). Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 510 CE 019 937

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Housing. Module II-B-2: Required Skills for Retail Sales of Furnishings and Related Household Items.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Home Furnishings, *Occupational Home Economics, *Salesmanship, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Merchandising, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on required skills for retail sales of furnishings and related household items is the second in a set of two modules on occupational education related to housing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) factors to consider when selling furnishing and accessory items for commercial and residential interiors (includes one lesson on the art of selling), and (2) techniques for selling furnishings and related household items (includes one lesson on techniques for selling). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 511 CE 019 938

Byers, Mary

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Foods and Nutrition. Module II-C-1: Occupational Opportunities Related to Foods and Nutrition.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Food Service Occupations, *Home Economics Education, *Occupational Home Economics, Answer Keys, Educational Objectives, Higher Education, Job Skills, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to foods and nutrition is the first in a set of three modules on occupational education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) career ladders and lattices in the food service industry (includes three lessons); (2) determining local job market opportunities and entry level skills (includes four lessons); (3) food service skills related to specific jobs (includes five lessons); and (4) safe food handling and sanitation practices in food service (includes three lessons). Each unit generally includes a narrative summary, suggested activities, and suggested resources (readings). A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 512 CE 019 939

Waskey, Frank

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Foods and Nutrition. Module II-C-2: Operations and Activities of a Food Service Operation.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Food Handling Facilities, *Food Service Industry, *Home Economics Education, *Occupational Home Economics, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on operations and activities of a food service operation is the second in a set of three modules on occupational education relating to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, seven units of instruction are presented: (1) major work centers (includes three lessons on operation and activities within major work centers, space and equipment required for work centers, and adapting a high school foods laboratory to an occupational food service program); (2) preparation area; (3) salad area; (4) bakery and dessert area; (5) dishwashing areas; (6) serving area; and (7) receiving and storage area. Each unit generally includes the following elements: objective, overview, narrative summary, suggested activities, and suggested resources. A list of suggested module resources (books, periodicals, audiovisuals, equipment catalogs) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 513 CE 019 940

Caid, Joanne

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Foods and Nutrition. Module II-C-3: Managing a Food Service Operation.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom

Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Administration, *Competency Based Teacher Education, *Food Service Industry, *Home Economics Education, *Occupational Home Economics, Answer Keys, Educational Objectives, Food Service Workers, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on managing a food service operation is the third in a set of three modules on occupational education relating to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview one unit of instruction is presented on management, menu planning, and budgeting in a food service operation (includes three lessons, each on one of the aspects named in the unit topic). Each lesson generally includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 514 CE 019 941
Joseph, Marjory
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Textiles and Clothing. Module II-D-1: Occupational Opportunities Related to Textiles and Clothing.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Competency Based Teacher Education, *Employment Opportunities, *Fashion Industry, *Home Economics Education, *Occupational Home Economics, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on occupational opportunities related to textiles and clothing is the first in a set of three modules on occupational education relating to textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) job and career sources and openings in textiles and clothing (containing a lesson on job and career sources) and (2) social, political, economic, and technological changes related to future needs in textiles and clothing occupations (containing a lesson on future opportunities in textiles and clothing occupations). Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 515 CE 019 942
Henry, Nina
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Textiles and Clothing. Module II-D-2: Assembly Line Garment Construction.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Competency Based Teacher Education, *Fashion Industry, *Home Economics Education, *Occupational Home Economics, Answer Keys, Clothing, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Mass Production, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on assembly line garment construction is the second in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) assembly line procedures and construction (includes lessons on garment construction procedures and standards and techniques used to produce quality construction); (2) constructing clothing to meet commercial specifications (includes lessons on types of equipment, sequence of construction, operating a power machine, and identifying construction processes); and (3) differences in textiles and clothing construction related to cost and quality (includes lessons on quality in textiles and clothing construction). Each lesson includes a narrative summary and suggested resources. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 516 CE 019 943
Gylling, Margaret
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Textiles and Clothing. Module II-D-3: Merchandising Textiles and Ready-to-Wear.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competency Based Teacher Education, *Fashion Industry, *Home Economics Education, *Merchandising, *Occupational Home Economics, Answer Keys, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Teacher Education Curriculum

This competency-based preservice home economics teacher education module on merchandising textiles and ready-to-wear is the third in a set of three modules on occupational aspects of textiles and clothing. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, five units of instruction are presented: (1) fashion industry (with one lesson on the fashion world and consumer behavior patterns); (2) product knowledge (includes lessons on style factors, fabrics and the consumer, and translating product knowledge into sales); (3) salesmanship (with one lesson on effective salesmanship); (4) stockroom operations (includes lessons on departments, and the process of merchandising); and (5) merchandise promotion (with one lesson on techniques of promotion). Each lesson includes a narrative summary and suggested activities. A list of suggested module resources (readings) and a module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (JH).

ED 166 517 CE 019 944

Winston, Nancy

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Human Development. Module II-E-1: Occupational Opportunities Related to Human Development.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Human Development, *Occupational Information, *Program Development, * Answer Keys, Educational Objectives, Learning Modules, Occupational Home Economics, Performance Tests, Preservice Teacher Education, Resource Materials

Identifiers—Future Homemakers of America

This competency-based preservice home economics teacher education module on occupational opportunities related to human development is the first in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) overview of occupational areas related to human development (with lessons in human development occupations and community occupations investigation), (2) occupations related to human development-infancy to elderly (with lessons in entry level jobs and job characteristics and skills), and (3) occupational programs proposals (with a lesson in planning a HERO program for human development). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities and resources, and a progress check or test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available are objectives and suggested activities utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 518 CE 019 945

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Human Development. Module II-E-2: Children's Center Aide.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Child Care Occupations, *Competency Based Teacher Education, *Day Care Centers, *Home Economics Education, *Human Development, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on children's center aide is the second in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) preparation for observing in a day care facility (with a lesson involving listening to tapes), (2) volunteering and working with a day care aide, and (3) preparing a presentation of your work experience. Each unit includes objectives and an overview. Lessons contain narrative summaries and suggested activities. A list of suggested resources is included in this module. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 519 CE 019 946

Winston, Nancy

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Human Development. Module II-E-3: Developing Programs for Preschool Children.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Human Development, *Preschool Education, *Program Development, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on developing programs for preschool children is the third in a set of four modules on establishing occupational programs in human development. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (l) early childhood education programs (with lessons in goals and types of programs and regulations for programs), (2) program planning for young children (with lessons in impact of programs on children, principles for developing programs, and a week's schedule for a program and facility design), and (3) organizations concerned with young children. Each unit includes the unit objectives and overview. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 520 CE 019 947

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Human Development. Module II-E-4: Convalescent Home Aide.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Home Economics Education, *Human Development, *Nursing Homes,

•Occupational Information, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on convalescent home aide is the fourth in a set of four modules on establishing occupational programs for human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) problems and issues facing persons in convalescent facilities (with lessons on aging, understanding the process of death, and special needs of long term patients) and (2) practical experience and skill specialization (with a lesson on experience in a convalescent home). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 521 CE 019 948

Karikka, Katherine

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Management. Module II-F-1: Occupational Opportunities Related to Home Management and Supporting Services.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—•Competency Based Teacher Education, •Home Economics Education, •Home Management, •Occupational Information, Answer Keys, Career Ladders, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on occupational opportunities related to home management and supporting services is the first in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) career ladders and lattices in institutional home management and supporting services (containing a lesson on housekeeping skills and consumer services) and (2) determining local job market opportunities and entry-level skills (containing a lesson on local job opportunities). Each unit generally includes the following elements: objectives, overviews, narrative summary, and suggested activities and resources. Also included is a chart of a home economic career ladder, a sample job description, and a sample job analysis outline. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 522 CE 019 949

Karikka, Katherine

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Occupational Strand: Management. Module II-F-2: Occupational Preparation for Jobs Utilizing Housekeeping Skills.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—•Competency Based Teacher Education, •Home Economics Education, •Home Management, •Occupational Information, Adult Programs, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Program Development, Resource Materials, Safety

This competency-based preservice home economics teacher education module on occupational preparation for jobs utilizing housekeeping skills is the second in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) housekeeping tasks and performance standards (containing a lesson on development of a program for training household workers), (2) safety practices (containing a lesson on identification of potentially hazardous working conditions), and (3) developing a housekeeping program (containing a lesson on an adult training program). Each unit generally includes the following elements: unit objectives, unit overview, narrative summary, suggested activities, and suggested resources. Also included are the six following appendixes: a list of problem areas in performance of housekeeping tasks; ways to use cleaning agents; work situations associated with fatigue; work heights; illustrations of hazardous working conditions; and an outline for an adult program. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 523 CE 019 950

Chesemore, Jan

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Core. Module III-A-1: Characteristics of Economically Depressed Areas.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—•Community Characteristics, •Competency Based Teacher Education, •Economically Disadvantaged, •Home Economics Education, •Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on characteristics of economically depressed areas is the first in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) criteria for economically depressed areas, (2) economically depressed area needs, and (3) community structure in economically depressed areas. Each unit includes the following elements: unit objective and overview, narrative summary, suggested activities and resources, progress check, and an answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen home economics programs (CE 019 900).) (CT).

ED 166 524 CE 019 951

Karikka, Katherine

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Core. Module III-A-2: Life Style Characteristics of Economically Depressed Areas.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Community Characteristics, Educational Objectives, Learning Modules, Life Style, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on life style characteristics of economically depressed areas is the second in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, four units of instruction are presented: (1) values and goals, (2) environmental and economic influences, (3) cultural and social influences, and (4) influences of mass media. Each unit includes a unit objective and overview and suggested activities. This module also contains a list of suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 525 CE 019 952

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Core. Module III-A-3: Community Resources for Economically Depressed Areas.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Community Resources, *Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on community resources for economically depressed areas is the third in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) identification of resources available to economically depressed areas and (2) analysis and utilization of resources available to economically depressed areas. Each unit includes the following elements: unit objective and overview, narrative summary, and suggested activities. Suggested resources and a list of references are also included. Appended is a food-resource handbook for Echo Park, California, and nearby communities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs ((CE 019 900).) (CT).

ED 166 526 CE 019 953

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Core. Module III-A-4: Developing and Implementing Programs for Economically Depressed Areas.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Curriculum Development, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Program Development, Resource Materials, Teaching Methods

This competency-based preservice home economics teacher education module on developing and implementing programs for economically depressed areas is the fourth in a set of four core modules on teaching home economics in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) curriculum modifications (containing lessons on identifying and addressing specific needs) and (2) teaching techniques (containing a lesson on adapting techniques to learning characteristics). Each unit includes an objective and overview and a unit progress test. Lessons contain a narrative summary, suggested activities, and resources. Suggested resources for this entire module are also included. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 527 CE 019 954

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Housing. Module III-B-1: Low-Income Housing.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Low Rent Housing, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Social Influences

This competency-based preservice home economics teacher education module on low income housing is the first in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education

(MATCHE)—see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) life-styles and low-income housing (with a lesson on low-income shelter and its possible impact on life style), (2) strengths and limitations of diverse low-income housing (with a lesson on low-income housing), (3) social conditions (with a lesson on social influences on shelter), and (4) landlord tenant responsibilities (with a lesson on landlord-tenant relations). Each unit includes the unit objective and overview. Lessons contain narrative summaries, suggested activities and resources, and a progress test. Appended are comparative elements of federally assisted housing programs; shelter journals and periodicals; characteristics of high and low cost public housing families; and some physical and visual attributes of the housing bundle. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 528 CE 019 955

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Housing. Module III-B-2: Government Housing Programs.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, *Public Housing, Answer Keys, Educational Objectives, Federal Programs, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on government housing programs is the second in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) regulatory agencies (with a lesson on housing agencies) and (2) government housing resources and income (with a lesson on government housing income restrictions). Each unit includes the unit objectives and an overview. Lessons contain narrative summaries, and suggested activities and resources. Appended are comparative elements of federally assisted housing programs; Section 8 Housing Assistance Payments Program existing housing (applicant and owner information); and explanation of the housing authorities of the city and county of Fresno. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available are objectives and suggested activities utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 529 CE 019 956

Hennings, Patricia

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Housing. Module III-B-3: Low Income Furnishings.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Home Furnishings, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Low Income, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on low income furnishings is the third in a set of three modules on housing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) furnishing alternatives (with lessons on buying new furnishings, purchase and restoration of used furnishings, and obtaining shared or donated items) and (2) furnishing items for low-income budgets (with a lesson on makeshift furnishings). Each unit includes the unit objective, overview, and a progress test. Lessons contain a narrative summary, and suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 530 CE 019 957

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Foods and Nutrition. Module III-C-1: Food Availability in Economically Depressed Areas.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Food, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on food availability in economically depressed areas (EDA) is the first in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) characteristics of markets in economically depressed areas (with a lesson on types of markets and implications for the EDA), (2) food assistance programs (with lessons on food stamp and commodity food programs and on feeding children and the elderly), and (3) cultural and psychological factors which influence food spending among EDA families. Each unit includes the objective, overview, and a progress test. Lessons contain a narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 531 CE 019 958

Chesemore, Jan

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Foods and Nutrition. Module III-C-2: Low-Income Food Patterns.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of

Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Food, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Low Income, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on low income food patterns is the second in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) relationship of food patterns to behavior, (2) modifying food patterns, and (3) food as a social factor. Each unit includes the following elements: objective, overview, narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 532 CE 019 959

Chesemore, Jan
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Foods and Nutrition. Module III-C-3: Meal Management on a Low Income.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Food, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Low Income, Performance Tests, Planning, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on meal management on a low income is the third in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following a module objective and overview, four units of instruction are presented: (1) the food buying plan, (2) comparative shopping, (3) preparation of low-cost meals, and (4) storage. Each unit includes the following elements: objective, overview, narrative summary, suggested activities and resources, and a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 533 CE 019 960

Christensen, Barbara
(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Textiles and Clothing. Module III-D-1: Clothing the Individual and Family.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Clothing Instruction, *Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on clothing the individual and family is the first in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) identifying needs (with lessons on values, needs, and resources; and comparative shopping) and (2) developing self-concept through clothing and personal appearance. Each unit includes an objective and overview. Lessons contain a narrative summary, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 534 CE 019 961

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Textiles and Clothing. Module III-D-2: Utilizing Resources for Clothing and Textiles.
California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Clothing Instruction, *Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on utilizing resources for clothing and textiles is the second in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following a module objective and overview, three units of instruction are presented: (1) identifying clothing resources (with lessons on sources of clothing and personal resources), (2) utilizing clothing resources (with lessons on buying clothing to meet needs and knowing when to buy), and (3) extending garment life (with lessons on proper maintenance and alterations). Each unit includes an objective, overview, and progress test. Lessons contain narrative summaries, suggested activities, and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 535 CE 019 962

(MATCHE: Management Approach to Teaching Consumer and

Homemaking Education.) Economically Depressed Areas Strand: Human Development. Module III-E-1: Characteristics of Economically Depressed Areas Families.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Family Characteristics, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Family Attitudes, Family Environment, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on characteristics of economically depressed area families is the first in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) family and individual patterns (with lessons on family background, attitudes and patterns toward the education system, and family structure and role differentiations) and (2) factors influencing EDA families (with lessons on physical environment and psychological effects, and the verbal environment). Each unit includes an objective and overview. Lessons contain narrative summaries, suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 536 CE 019 963

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Human Development. Module III-E-2: The Child and the Economically Depressed Area Family.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Child Development, *Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Parenthood Education, Parent Role, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on the child and the economically depressed area family is the second in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) effects of parents' role; philosophy, culture, and environment in a child's development in an EDA environment family (with lessons on understanding, poverty, research, and collecting and reporting data) and (2) assisting in the education for parenthood of young children in an EDA (with lessons on teaching reading and program development). Each unit includes objectives and overviews. Lessons contain narrative summaries and suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 537 CE 019 964

Boogaert, John

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Human Development: Module III-E-3: Resources for the Economically Depressed Family.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Family Financial Resources, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on resources for the economically depressed area family is the third in a set of three modules on human development in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) resources designed for family crises (with lessons on gathering, organizing, and disseminating information on agencies designed to help families in crisis) and (2) resources for individual and family growth (with a lesson on creating and planning a comprehensive activity). Each unit includes an objective and overview. Lessons contain narrative summaries and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 538 CE 019 965

Nelson, Vaunden

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Management Module III-F-1: Management Skills.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Home Management, *Poverty Areas, Answer Keys, Educational Objectives, Financial Support, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials, Skill Development

This competency-based preservice home economics teacher education module on management skills is the first in a set of three modules on management in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) identifying skills (with lessons on management strengths, identifying strengths, and developing management skills) and (2) identifying alternative resources (with lessons on local financial alternative resources and federal, state, and county financial alternatives). Each unit includes the objectives and overviews; unit two has a progress test. Lessons contain narrative summaries and suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 539 **CE 019 966**

Nelson, Vaunden

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Management. Module III-F-2: Money Management.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Teacher Education, *Economically Disadvantaged, *Home Economics Education, *Money Management, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on money management is the second in a set of three modules on management in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) the financial plan (with lessons on identifying financial resources, collecting information on financial plans, and developing, evaluating, and controlling the financial plan), (2) identification of alternatives (with lessons on decision-making, food, clothing, housing, equipment, and transportation), and (3) financial crises (with lessons on credit, counseling, investigating alternatives, and evaluating debt). Each unit includes the following elements: objectives, overview, and a progress test. Lessons contain narrative summaries, suggested activities, resources, and a progress check. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 540 **CE 019 967**

(MATCHE: Management Approach to Teaching Consumer and Homemaking Education.) Economically Depressed Areas Strand: Management. Module III-F-3: Marketing Practices in Relation to Low Income Clientele.

California Polytechnic State Univ. San Luis Obispo. Dept. of Home Economics. California State Univ. Fresno. Dept. of Home Economics

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Homemaking Education. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Consumer Protection, *Economically Disadvantaged, *Home Economics Education, *Poverty Areas, Answer Keys, Educational Objectives, Learning Modules, Performance Tests, Preservice Teacher Education, Resource Materials

This competency-based preservice home economics teacher education module on marketing practices in relation to low income clientele is the third in a set of three modules on management in economically depressed areas (EDAs). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education (MATCHE)—see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) psychology of marketing and advertising in EDAs (with lessons on deceptive sales practices), (2) psychology of in-house sales (with lessons on door-to-door, phone, and mail-order sales), and (3) consumer-clerk relations. Each unit generally includes the following elements: objective, overview, and progress test. Lessons contain suggested activities and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs (CE 019 900).) (CT).

ED 166 541 **CE 019 977**

Scheller, Myrnabelle B.

Occupational Advisory Committees: A Theoretical Model to Meet Current Societal Trends.

Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education

Pub Date—78

Pub Type—Dissertations/Theses (040). Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Advisory Committees, *Cooperative Planning, *Curriculum Development, *School Community Relationship, *Vocational Education, Community Involvement, Coordination, Educational Cooperation, Educational Needs, Educational Objectives, Institutional Cooperation, Masters Theses, School Business Relationship, State of the Art Reviews

Identifiers—Wisconsin

Following a literature review of occupational advisory committee models, a model meeting twentieth-century needs and trends was developed. The design and organizational structure of the model provides for the following: a planned, accountable method of accomplishing goals and for promoting the image of vocational education; a planned, accountable method for providing a competency-based, task-oriented, skill-producing curriculum; and a coordinated total assessment and a cooperative effort between industry and vocational education from the grass-roots level of the community being served. The findings include the following: (1) the occupational advisory committee model, as discussed in the literature, is non-specific in schematic form and only partially exists at the local level; (2) the strength of the literature model is in the concept of vital role (the connecting link between the educational agency and industry); (3) methodology for the utilization of advisory committees is lacking in the research writings of vocational educators; (4) a gap exists between theory and function, and (5) the newly proposed model should meet the purpose of advisory committees, the need for a cooperative effort by all existing educational institutions, and the current societal trends better than do existing models. (EM).

ED 166 542 **CE 019 978**

Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor. Report No. 117.

Education Commission of the States, Denver, Colo

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G007C0096

Note—78p. ; For related documents see CE 019 979-981 ; Parts may be marginally legible due to small print

Available from—Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado

80295
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Education, *Community Involvement, *Cooperative Planning, *Educational Policy, *School Community Relationship, Business Responsibility, Educational Planning, Government Role, National Surveys, Policy Formation, School Business Relationship, State of the Art Reviews, Statewide Planning, Surveys, Tables Data
Identifiers—United States

This booklet, the first in a series of four, reports the information obtained during a national survey regarding the current state-level collaborative efforts of business/industry, labor, government, and education in career education planning and implementation. Following a brief introduction and an overview of the collaborative process (with some examples), the content is presented in three sections. The first covers the data collected from the state career education coordinators, including a table summary of the state-by-state responses regarding existing policy, policy development in process, and the involvement of business, industry, and labor. The next section presents the responses from the business/industry and labor communities and includes a table summary of data regarding current involvement in career education activities, the involvement of state officials, initial reasons for becoming involved, and factors that encouraged involvement. Responses from thirteen career areas are covered, including agribusiness and natural resources, business and office, communications and media, manufacturing, and public service. The last section briefly summarizes the survey findings and presents Task Force on Career Education recommendations concerning the recruitment of business/industry/labor representatives, diversity and representativeness, the establishment of a common agenda, the collaborative process, and a knowledgeable coordinator. (EM).

ED 166 543 CE 019 979

Andersen, Carol
Legislating for Career Education: A Handbook for State Policy Makers. Report No. 118.
Education Commission of the States, Denver, Colo
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007C0096
Note—87p. ; Parts will not reproduce well due to small or italicized print; For related documents see CE 019 978-981
Available from—Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type—Guides/Methods/Techniques—General (050). Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Education, *Educational Legislation, *Governance, *Program Administration, Advisory Committees, Community Involvement, Community Programs, Cooperative Programs, Coordination, Educational Objectives, Educational Policy, Governmental Structure, Government Role, Guides, Policy Formation, Program Development, School Community Relationship, State Programs
Identifiers—United States

This booklet, the second in a series of four, was designed by the Task Force on Career Education as a handbook for state policy makers who are responsible for legislating the full implementation of career education. The content is presented in seven sections. The first on legislative leadership covers the goals and objectives of career education and the rationale for a comprehensive career education law. The next section briefly discusses career education terms and objectives and their implications for legislation. The third section covers administrative structures at the local level and includes the creation of planning districts, local needs assessment and planning activities, and five-year career education plans. In section four the focus is administrative structures at the state level, including public information and technical assistance, coordination with related programs, and the state career education plan. The fifth section on governance structures at the local level covers career education advisory councils, while the sixth on governance structures at the state level discusses the state career education advisory council, reporting, and council membership. The last section focuses on funding and programs. The appendixes include suggested provisions for a career education act, a conference report concerning the Career Education Incentive Act, and linkages between career education and related education programs. (EM).

ED 166 544 CE 019 980

Andersen, Carol
An Overview of State Career Education Laws. Report No. 119.
Education Commission of the States, Denver, Colo
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007C0096
Note—46p. ; Not available in hard copy due to small print in the original document. For related documents see CE 019 978-981
Available from—Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Education, Educational Legislation, Educational Policy, State Legislation
Identifiers—United States

This booklet, the third in a series of four, provides examples of career education legislation that has been enacted in twenty-one states. The legislation, grouped into categories, is presented in four sections, as follow: (1) appropriations and resolutions, (2) supporting legislation, (3) implementation legislation, and (4) education reform legislation. The last section contains brief state-by-state narrative accounts of enacted career education legislation. The states covered are Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Utah, Virginia and Washington. (EM).

ED 166 545 CE 019 981

Ahmann, Nancy Cain
Career Education: The Policies and Priorities of Businesses, Organizations and Agencies. Report No. 120.
Education Commission of the States, Denver, Colo
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007C0096
Note—38p. ; Not available in hard copy due to small print in the original document. For related documents see CE 019 978-980
Available from—Career Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type—Information analyses/State-of-the-Art Materials (070)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrative Policy, *Career Education, *Organizations Groups, *Policy Formation, Check Lists, Educational Philosophy, Educational Policy, Trend Analysis
Identifiers—United States

This booklet, the last in a series of four, acquaints individuals within public and private organizations and agencies who are interested in developing formal career education policy statements with the policy positions, trends, and priorities of other groups within the public and private sector. Following an introduction, the content is presented in four sections. The first covers the concept of career education and its components. The next section, which constitutes half of the document, is of particular career education issues that individual organizations have addressed within their position papers, policy statements, resolutions, and other documents (e. g. program statements and reports). The organizations covered in the checklist represent business and industry, labor, education, special interest groups, and government agencies and advisory councils. In section three organizational patterns of emphasis revealed by the checklist are briefly discussed. The last section provides for those individuals with strong interests in career education five suggestions for action. Some sample policy statements, position papers, resolutions, and organizational philosophies are attached. (EM).

ED 166 546 CE 019 989

Development of a Model Preparatory Business Program for Educationally Disadvantaged Students. Occupational Education Exemplary Project Final Report.

Martin Community Coll. Williamston, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. North Carolina State Dept. of Community Colleges, Raleigh. Office of Research

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Business Education, *Compensatory Education, *Developmental Programs, *Economically Disadvantaged, *Educationally Disadvantaged, *Office Occupations Education, Bookkeeping, Business Skills, Career Guidance, Consumer Economics, Course Descriptions, Curriculum Guides, Economics Education, Educational Objectives, English Instruction, Higher Education, Program Descriptions, Remedial Mathematics, Remedial Reading, Student Attitudes, Study Skills

Identifiers—North Carolina

A preparatory business program was developed to allow educationally disadvantaged business students enrolled in developmental studies (remedial reading, English, and math courses) to obtain a full course load of twelve or more hours without having to enroll in regular business courses. To develop a model business preparatory program for adaptation by other North Carolina schools, various investigations were made. Eighteen business students, enrolled in developmental courses, were interviewed to determine why they often failed regular business courses. It was concluded that these students with average/above average success in developmental courses were expected to perform on a higher academic level in regular business courses than in developmental courses. Various instructional resources and materials and developmental business programs at Forsyth Technical Institute and Fayetteville Technical Institute in North Carolina were studied. A preparatory business program incorporating career guidance and offering business courses to familiarize students with business and economic principles and practices was developed. (The appendixes, which comprise the bulk of this document, contain the developmental business curriculum, student survey, and project evaluation. Also included are the course descriptions, general and specific objectives, and outlines for introduction to business occupations, modern business practices, bookkeeping, consumer economics, economics of the free enterprise system, prebusiness mathematics, and study skills.) (Author/CSS).

ED 166 548 CE 020 012

Overview: 1977 Reports of the State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Advisory Committees, *Educational Problems, *State Agencies, *Statewide Planning, *Vocational Education, Annual Reports, Coordination, Educational Cooperation, Educational Policy, National Surveys, Program Effectiveness, Program Evaluation

Identifiers—United States

One- to six-page summaries are presented of fifty-six 1977 annual reports of the State Advisory Councils on Vocational Education. Most of the summaries, arranged in alphabetical order, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Preceding the summaries, two overview sections highlight the topics covered and the recommendations made in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluation. Seven areas which are addressed most frequently in the recommendations are briefly discussed, including the following: funding, coordinating with CETA programs, women/sex equity, and guidance on counseling. (The 1976 report is available as ERIC document ED 149 057.) (EM).

ED 166 549 CE 020 024

Daugherty, Marvin

Articulation Program between Secondary and Postsecondary Institutions in Computer Technology. Final Report.

Indiana Vocational Technical Coll. Indianapolis

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Articulation Education, *Competency Based Education, *Data Processing Occupations, *Job Skills, *Program Development, Computer Science Education, Curriculum Design, Institutional Cooperation, Learning Modules, Postsecondary Education, Program Descriptions, Secondary Education

A performance-based articulation program in data processing was developed between a secondary and postsecondary institution. Focus was on communication between secondary and postsecondary schools related to articulation needs, development of a common data base, and the identification of career options. The project had nine objectives, among which are the following: (1) to develop a system which eliminates the duplication of learned skills, (2) to identify program area articulation opportunities at the secondary and postsecondary levels, (3) to organize a performance-based instructional program for data processing where competencies are set for the secondary and postsecondary levels, (4) to construct the specific curriculum for each occupation within a program area through the use of task inventories, (5) to write instructional modules for each occupation within a program area, and (6) to develop criterion-referenced tests for each module. A project evaluation indicated that the objectives were accomplished and the two institutions made good progress toward articulation. (The appendix, comprising two-thirds of this report, contains the following: data processing competencies for computer programming, computer operations, and key punch operator; a program matrix and job mobility chart; a secondary and postsecondary course of study; a curriculum matrix for data processing; examples of three modules; a student progress checklist; and a task analysis guide.) (EM).

ED 166 550 CE 020 029

Edington, Everett And Others

(Feasibility of Developing Post High School Technician Programs for Emerging Energy Sources in Southwestern United States.) Policies and Manpower Needs Related to Emerging Energy Sources in Arizona and New Mexico. Final Report.

New Mexico State Univ. Las Cruces. Bureau of Educational Research

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—G007603862

Note—287p. ; Best copy available

Pub Type—Reports—Research/Technical (143). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Educational Needs, *Energy, *Job Skills, *Labor Needs, *Solar Radiation, *Utilities, Curriculum Development, Curriculum Evaluation, Educational Objectives, Employers, Employment Opportunities, Employment Patterns, Employment Practices, Job Development, Learning Activities, Learning Modules, Occupational Information, Occupational Surveys, Postsecondary Education, Research Projects, Skill Development, Staff Development, Technical Education, Trade and Industrial Education, Vocational Education

Identifiers—Arizona, New Mexico

The energy manpower research project was established to review the process used to identify skills needed in emerging energy sources and to discover any new occupations for which additional post-high school, vocational/technical training would be needed. A supplemental part of the project was the development of a solar energy instructional module. In the investigative work, energy sources examined were coal, gasification, geothermal, nuclear, solar, waste products, and wind. Arizona and New Mexico employers were interviewed concerning energy policies and manpower needs. Respondents cited lack of a federal energy policy as the greatest deterrent to alternative energy sources development. Job titles provided by employers generally referred to conventional trades, such as pipefitter, electrician, and welder. (Appendixes include interview materials, lists of perceived existing and emerging policies, and manpower needs for operation of two coal-fired generating plants. The remainder of the report is primarily devoted to the presentation of the solar energy instructional module. Also reviewed are module preparation procedures and evaluations. The module is divided into seven units: using solar energy, locating the sun, solar energy systems, collections, storage, distribution, and representative solar energy systems for heating homes. Units contain objectives, terms and definitions, information sheets, activities, assignment sheets, tests, answers, and references.) (Author/CSS).

ED 166 551 CE 020 036

Kaufman, Jack J.

Development and Implementation of an Innovative Program of Vocational Special Needs Teacher Preparation. Final Report.

Idaho Univ. Moscow. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701162

Note—50p

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Delivery Systems, *Inservice Teacher Education, *Special Education, * *Vocational Education, Cost Effectiveness, Curriculum Development, Postsecondary Education, Program Descriptions

Identifiers—Idaho

The development of a vocational education special needs teacher education delivery system which could with economic feasibility meet the inservice needs in Idaho's 115 school districts and six postsecondary vocational schools was the purpose of this study. Six persons were selected to serve as affiliate faculty members at the University of Idaho. During the course of an eight-week summer session, the six affiliate faculty members developed two three-semester credit courses for presentation in the next academic year. Sites for presentation were chosen near the homes of the affiliate faculty members. (The reduction of travel expense associated with this plan was identified as the key to the increase in cost effectiveness of the project.) During the fall semester, the first course, Identifying Vocational Special Needs Students, was presented to 106 students. During the year-end holidays, another affiliate faculty member was identified and the second course, Modifying Programs for Vocational Special Needs Students, was offered at seven sites to 134 students. Evaluative data of student perceptions of the courses were collected, and these indicated that the classes were generally well received by the students. Based on observation of the first year's performance of the model developed in the project, it was concluded that the affiliate faculty delivery model was a very cost effective system for providing inservice teacher education in vocational special needs. Finally, it was recommended that an affiliate faculty delivery system be considered in rural states which have a need for inservice teacher education. (Course syllabi are included in the appendixes.) (JH).

ED 166 552 CE 020 038

Rogers, William Zanzalari, J. Henry

After Twenty-Five Years: A Twenty-Five Year Follow-up Study of Middlesex County Vocational and Technical High School Graduates of the Class of June 1953.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Experience, *High School Graduates, *Marital Status, *Technical Education, *Vocational Education, *Vocational Followup, Data Analysis, Followup Studies, Graduate Surveys, Military Service, Persistence, Program Evaluation, Questionnaires

Identifiers—New Jersey (Middlesex County)

A twenty-five-year follow-up study was conducted to determine the occupational, educational, marital and armed forces experiences of the graduating class of 1953 from the Middlesex County Vocational and Technical high schools located in New Brunswick, Perth, Amboy, and Woodbridge, New Jersey. Data, in the form of questionnaire responses, were obtained from ninety-four of 108 class graduates. Results revealed that seventy-five percent of all graduates resided within the boundaries of New Jersey. A total of fifty-nine percent of them have lived within Middlesex County at least twenty years since graduation and sixty-six percent have lived in the county for at least fifteen years. In regard to marital status, eighty-seven percent of the respondents were presently married. Approximately fifty-five percent of the graduates participated in some form of military service. In regard to employment, the results include the following: eighty-four percent of the respondents were full time employed; ninety-one percent of the working respondents were employed at jobs where they worked forty hours or more; sixty percent resided 0-10 miles from their jobs; approximately seventy-eight percent were earning $15,000 or more; eighty-six percent stated that they were satisfied with their employment; and approximately sixty percent of the respondents are working in the trade area for which they received training while attending Middlesex County Vocational and Technical high schools. It was concluded that no major changes need to be made in the vocational and technical high school programs as now offered in Middlesex County. (JH).

ED 166 553 CE 020 039

Evaluation of Certain Aspects of Vocational Education Personnel Development Centers. Interim Report.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—Office of Education (DHEW), Washington, D.C. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142). Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Vocational Education, Comparative Analysis, Leadership Training, Postsecondary Education, Program Descriptions, Program Evaluation, Research Reports, Tables Data, Teacher Education

Identifiers—Indiana University of Pennsylvania, Pennsylvania, Pennsylvania State University, Personnel Development Centers, Temple University PA, University of Pittsburgh PA, Vocational Education Planning District Centers

The activities of four vocational education planning district (VEPD) centers in Pennsylvania (Temple University, Indiana University of Pennsylvania, The University of Pittsburgh and Pennsylvania State University) are evaluated in this report. Following an introduction to the evaluation project, the report consists of five sections: a summary of the four centers and an individual report on each. The summary outlines the structures, funding levels, funded activities, uniqueness, special problems, and the general progress of the center. Each report consists of a short narrative followed by parallel format information sheets for each funded activity for the center. The information sheets contain several items of information. Included at the top of each report form is the name of the institution, activity being studied, the identifying number, the amount of funding, and the approximate percentage of full funding for the activity. The bottom section of each sheet, arranged in three columns, presents the following information: (1) the common center objectives provided by the Pennsylvania Department of Education and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements and comments made by the evaluator regarding progress toward achieving the objectives of the activity. (JH).

ED 166 560 CE 020 071

Industrial Arts Education Guide for Curriculum and Program Planning, Secondary Level.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Curriculum Development, *Industrial Arts, *Program Development, Administrator Guides, Course Content, Curriculum Guides, Educational Objectives, Guides, Learning Activities, Secondary Education, Statewide Planning, Teaching Guides
Identifiers—New York

Guidelines for the development of courses and programs of industrial arts for local school districts in New York State are provided in this guide designed for administrators, curriculum personnel, supervisors, and teachers. Following a discussion of student program options, a basic series of suggested courses (titles and course topics) are provided as a starting point for the development of local industrial arts programs. The courses include the following: ceramics (products and structural ceramics); drawing (developmental and production drawing); electricity; graphic arts (photographics and offset); metals (bench and production metals); (plastic products and processes); power mechanics (small engines and vehicle power); and woods (products and structure). The next series of courses provided are suggested survey courses designed primarily for conceptual development. These include graphics technology (publications and engineering drawing), production technology (construction and manufacturing), and power technology (transportation and aerospace). Following this, program development steps and course development procedures are briefly discussed. The next section provides a list and brief description of the information that should accompany an application for course approval for New York State Diploma Credit; this includes program description, individual course information (title, length, grade level, prerequisites, content outline, and references and resources). An example of individual course information is provided. The last section (the major part of the document) includes an approved teaching guide for a course in wood products. Listed in column format are student objectives, instructional strategies, student learning experiences, and evaluative suggestions. The topics covered in the teaching guide are design, tools and machines, assembly, fasteners, finishes, forestry, and industrial organization. (JH).

ED 166 561 CE 020 102

Annual Adult Education Research Conference. Proceedings (20th, Ann Arbor, Michigan, April 4-6, 1979).

Pub Date—79
Pub Type—Speeches, Conferences Papers (150)
EDRS Price—MF01/PC17 Plus Postage
Descriptors—*Adult Education, *Adult Educators, *Adult Learning, *Adult Programs, *Research, Adult Students, Career Change, Community Colleges, Community Programs, Counselor Training, Educational Attitudes, Educational Needs, Educational Trends, Extension Education, Health Education, Higher Education, Paraprofessional Personnel, Participation, Program Development, Program Effectiveness, Self Actualization, Social Environment, Transfer of Training
Identifiers—Adult Performance Level, Germany, Grounded Theory, Intuition, Participation Training, Piaget (Jean), Qualitative Research, Zaire

Papers from numerous research areas in the adult education field are presented. The proceedings contain thirty-five papers, five symposia, one alternate symposium, and eighteen alternate papers. Among the papers included are 'A Comparison of Approaches to Measuring Outcomes in Adult Basic Education,' 'A Critical Analysis of Hill's 'Cognitive Style Inventory',' 'A Mathematical Programming Model to Recognize Conflict in Adult Education Program Selection,' 'A Normative Field Study of Community-Based Senior Group Programs as Settings for Learning Activities for Older Adults,' 'A Social Systems Approach to the Analysis of Community Development Pilot Projects,' 'A Study of the Impact of Public Opinion upon Educational Decision-Makers,' 'A Test of Piagetian Cognitive Development Theory Applied to Small Groups,' 'An Attempt at Theory Building from Literature and Field Data,' 'Automatic Interaction Detector,' 'Crisis in the Steel Industry: Effects of Mass Unemployment on Educational and Vocational Goals and Activities,' 'Critical Consciousness and Social Structure in Rural Zaire,' 'Determinants of Intention to Participate in Continuing Professional Education: An Empirical Investigation,' 'Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education,''Effectiveness of Voluntary Citizen Advocacy Activities,' 'Field Methods for an Inductive Approach,' and 'Immigrant Adult Education: Tasks of Adaptation'. (CSS).

ED 167 696 CE 013 034

Brickell, Henry M. And Others
Status of Career Education in the State of Michigan. An Evaluation of Current State, Regional, and Local Efforts in Career Education.

Policy Studies in Education, New York, N.Y.
Spons Agency—Michigan State Dept. of Education, Lansing. Office of Education (DHEW), Washington, D.C.
Pub Date—75
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Education, *Educational Change, *Information Dissemination, *Models, *Program Design, *Program Development, Career Development, Curriculum Development, Elementary Secondary Education, Evaluation Methods, Postsecondary Education, Program Administration, Program Descriptions, Program Evaluation, Surveys
Identifiers—Michigan

The Michigan Department of Education developed an operational model for career education which combined the elements of individual career development with career preparation accomplished through academic, vocational, and technical education programs. A third-party evaluation was conducted to determine to what extent the operational model has been designed, developed, and disseminated throughout the state and to what extent this model is viable. Survey instruments were administered to the following populations: (1) a randomly drawn sample of 60 of the 525 local school districts in the state; (2) a selected sample of 98 school districts now active in career education; (3) all 49 career education planning districts; and (4) a majority of the 8 colleges and universities in the career education consortium. The third-party evaluator found that the general conceptual model was comprehensive in scope and extremely ambitious in the degree of change it envisioned in educational programs throughout the state. A substantial set of products was developed to put the conceptual model in operational form. An administrative network was also developed to disseminate the model, but the data indicate that the dissemination process is still in its early stages. Finally, the viability of the model rests on the degree to which personnel in the educational system change their roles and work together to make the model operational. (BM).

ED 167 698 CE 017 025

Careers Resource Project Utilizing a Mobile Unit Design. Final Report. Report No. 5-76T-D.

Indiana Vocational Technical Coll. Evansville, Ind
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—77
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Exploration, *Consultation Programs, *Educational Resources, * *Information Dissemination, *Mobile Educational Services, *Occupational Information, Advisory Committees, Career Education, Elementary Secondary Education, Information Sources, Inservice Education, Institutional Cooperation, Job Placement, Objectives, Program Descriptions, Program Evaluation, Vocational Education

A project was conducted to implement seven objectives: (1) through provision of career information, consultations, and inservice training, offer a systematic, articulated, and comprehensive (K-12) career education program to schools requesting assistance; (2) increase utilization and availability of vocational/career education resources in the project service area; (3) through a public relations program and liaison coordinator of local project efforts, provide a broad vocational education information range for dissemination purposes; (4) foster interinstitutional cooperation through shared use of project personnel, equipment, and materials; (5) upon request make available to high schools (grades 9-12) an organized and systematic school-based comprehensive placement model; (6) continue to give community support and direction by maintaining an active vocational advisory counsel; and (7) account for objectives' implementation by using a state monitor and by having the careers resource project evaluate its own activities. All objectives were reached. The career education activities were instilled by using the following: inservicing of teachers, counselors, and administrators; materials library; mobil units; newsletters; and test instruments (Student Career Orientation Profile). These methods were made available to a school as a total service package. (The report contains project contact records and correspondence.) (CSS).

ED 167 699 CE 017 551

Hamilton, James B. And Others

Performance-Based Professional Education Curricula. Final Report. Volume I. Curricula Development. Research and Development Series No. 139.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0077

Note—283p. ; Appendix G has been removed because of confidential information; Best copy available; For related documents see CE 017 552-553; Module C-16, 'Demonstrate a Manipulative Skill', is available separately under ED 149 080

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143). Collected Works—Serials (022)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Curriculum Evaluation, *Learning Modules, *Vocational Education Teachers, Cooperative Planning, Curriculum Research, Data Collection, Educational Needs, Educational Objectives, Information Dissemination, Inservice Teacher Education, Preservice Teacher Education, Professional Education, Program Descriptions, Program Development, Reports, Skill Development, Staff Development

Documenting the processes and procedures, this report reviews phases of development, testing, and revision of 100 modules in a set of performance-based teacher education (PBTE) curricular materials. The first of two chapters discusses the need to develop a professional development program for vocational education teachers. A two-phase process is described: phase 1—identification of performance requirements of conventional program teachers; and phase 2—identification of performance requirements for cooperative program teacher coordinators. The findings are the origin of 384 performance elements and a set of related performance oriented general objectives. Chapter 2, divided into 7 sections, discusses curricular development, testing, and implementation. Section 1 describes the cooperation of institution/agency representatives in module development. Section 2 examines the preliminary module testing and results. Module revision procedures are outlined in section 3. Section 4 summarizes the advanced testing design and procedures. The fifth section provides model publication background. Module refinement, based on advanced testing feedback and publisher needs, is described in section 6. The final section reviews dissemination activities. Appendixes contain samples of the cooperative development stage module, data collection and synthesis forms, preliminary and advanced test versions, and revision procedures/quality control devices, and module titles and associated performance elements. (Volume 2 of the final report, which is a report of research, and a module development handbook are available as separate documents—see note.) (CSS).

ED 167 700 CE 017 552

Hamilton, James B. And Others

Performance-Based Professional Education Curricula. Final Report. Volume II. Research Report. Research and Development Series No. 140.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0077

Note—218p. ; Not available in hard copy because of small print throughout document. For related documents see CE 017 552-553

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Learning Modules, *Program Effectiveness, *Resource Teachers, *Vocational Education Teachers, Curriculum Development, Feedback, Inservice Teacher Education, Instructor Coordinators, Measurement Instruments, Program Descriptions, Program Evaluation, Resource Staff, Self Evaluation, Skill Development, Teacher Characteristics, Teacher Effectiveness, Teacher Evaluation, Teaching Skills, Test Interpretation, Test Results, Test Validity

This report presents the design, procedures, and findings of the advanced testing of 100 modules in a set of performance-based vocational teacher education curricular materials. (The modules are based on 384 secondary/postsecondary level performance elements, including program, instructional, and other elements.) In the first of five sections the study purpose of providing user feedback for refining materials and information for developing specified competencies is identified. Instrumentation (teacher performance assessment form, pre-treatment performance estimate, and teacher trainee and resource person feedback booklets) is described. Test site and module selection are discussed, and section 2 reviews site coordinator training procedures. The third section provides module-by-module and across-module analyses. Findings reported in section 4 include the following: (1) teacher trainee pre- and post-performance self-estimates increased for all modules; all modules were rated effective; (2) resource persons rated teacher trainees above 'good' on tested modules; and (3) 75% of resource persons felt learning activities were helpful. Also examined are teacher trainee and resource person characteristics and feedback. The final section sets forth conclusions and recommendations. Appendixes contain instrumentation forms, evaluation, study, and results. (Volume 1, which documents the curricula development processes, and volume 3, the module development handbook, are available separately—see note.) (CSS).

ED 167 705 CE 018 022

Montana Women on the Move.

Department of Labor and Industry, Helena, Mont. Employment Security Div. Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Pub Type—Numerical/Quantative data (110). Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employed Women, *Employment Patterns, *Employment Statistics, *Labor Market, Civil Rights, Comparative Analysis, Discriminatory Legislation, Educational Status Comparison, Employment Level, Equal Opportunities Jobs, Females, Income, Information Centers, Labor Force, Labor Legislation, Males, Occupations, Sex Discrimination, Statistical Analysis, Unemployment

Identifiers—Montana

This labor market report contains data on the status of working women in Montana. It has eight sections with numerous graphs and statistical tables, most of which give state and national figures. Section 1 presents female labor force characteristics and compares the status of working women with that of men. Section 2 gives an overview of female employment by industrial and occupational attachment. Section 3, on Montana women and government employment, contains a reprint of the 1977 report of the state Equal Employment

Opportunity Bureau and an analysis of the report. Section 4 discusses the earnings gap between men and women. Section 5 provides information on occupational attachment of unemployed females and job service activities involving female applicants. Section 6 discusses trends of female educational attainment. Section 7 gives a brief description of the laws affecting Montana women, guidelines to determine if a discriminatory problem exists, and information on where to go for help. Section 8 discusses the social changes which point to increased participation by women in the labor force and makes recommendations for how women can prepare for their future in the labor market. (LMS).

ED 167 707 **CE 018 316**

Smith, Laveta Johnson, Ed

Manual for Recognizing Sex Bias in Instructional Materials and Administrative Procedures.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Administrative Policy, *Equal Education, *Instructional Materials, *Sex Discrimination, *Sex Stereotypes, Administrator Guides, Content Analysis, Discriminatory Legislation, Educational Environment, Elementary Secondary Education, Females, Males, Resource Materials, Sex Role, Teaching Guides, Textbook Evaluation

Identifiers—Education Amendments 1972 Title B, Illinois, Illinois Public Law 19 597

This manual was prepared for school administrators and staff in Illinois school districts. Following a statement of the rationale for preparing the manual, a section on discriminatory legislation discusses Title IX of the Education Amendments of 1972 and Public Law 19-597 of Illinois. The next section discusses sex role stereotyping in classroom activities and in textbook prose and illustrations. The next section gives examples of sexist and nonsexist use of language. 'Balance vs. Imbalance' suggests how to examine instructional materials in math and science and in history and social science for portrayals of equality and inequality of the sexes. The following section presents five questions to ask in analyzing the content of an entire text. A summary gives guidelines for valid portrayal of the sexes. The conclusion suggests steps school administrators can take to help correct problems of sexist treatment and lists ways teachers can 'neutralize' sexist materials in the classroom. A bibliography and list of resource organizations are included. (LMS).

ED 167 709 **CE 018 330**

Farris, Charlotte

Field-Based Inservice Course for Home Economics Teachers. Two Year Report: 1975—1977. (Community Service Report).

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ

Spons Agency—New York State Education Dept. Albany. Bureau of Home Economics Education. New York State Education Dept. Albany, Grants Administration Unit

Report No.—VE-TQ-F(8C)-628

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Home Economics Teachers, *Inservice Education, *Inservice Teacher Education, *Instructional Improvement, *Program Development, *Teacher Effectiveness, *Teaching Skills, Audiovisual Aids, Autoinstructional Aids, Course Evaluation, Course Objectives, Credits, Evaluation Methods, Instructional Materials, Literature Reviews, Needs Assessment, Postsecondary Education, Program Descriptions, Program Effectiveness, Program Improvement, Secondary School Teachers, State Curriculum Guides, Teacher Evaluation, Teaching Methods

Identifiers—New York

During the 1975-76 and 1976-77 academic years, a project was undertaken to design, implement, and evaluate an inservice course for home economics teachers in the state of New York. Eighty-two junior high and senior high teachers participated, representing both rural and urban areas. The objectives of the course dealt with improvement of specified planning and classroom teaching competencies, which were identified in a literature survey to determine inservice needs of teachers. Individualized learning packages, including instruction in the use of recently published New York State Home Economics curriculum guidelines, were sent to the participants. The teachers used audio and/or video tapes to record their classroom teaching and returned the tapes to the course instructors for feedback and evaluation. The effectiveness of the course was evaluated in terms of its (1) meeting identified needs of teachers, (2) being evaluated in a positive manner by them, and (3) resulting in actual changes in their classroom teaching. Participants evaluated the course by keeping logs and writing summative assessments. Overall, their comments indicated that the course satisfied the inservice needs which it was designed to meet. Recommendations for future improvements included an increase from two credits to three (in view of the amount of work and time required), better quality tapes, and more efficient and speedy feedback from course instructors. (ELG).

ED 167 710 **CE 018 446**

Overview and Student Activities for the Appalachia Educational Laboratory Model.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—RD1-A8-608

Note—99p. ; For related documents see CE 018 447, CE 018 449, and CE 019 229-241

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Exploration, *Career Guidance, *Career Planning, *Experiential Learning, *Learning Activities, Check Lists, Community Involvement, Decision Making, Demonstration Programs, Guidance Programs, Models, Occupational Information, Program Descriptions, Program Design, Records Forms, Secondary Education, Staff Role

Identifiers—Career Decision Making Program, Experience Based Career Education

This document contains an overview of the Appalachia Educational Laboratory (AEL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 447 and CE 018 449.) Divided into thirteen sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the AEL model by explaining the following elements: systems approach; guidance and accountability; community involvement; staff roles; group experiences; and adaptations of the model. Section 2 presents the AEL/EBCE curriculum structure. Sections 3-9 contain excerpts from the Student Program Guide which describe the following activities: determining career interests; relating school subjects and occupations through Worker Trait Groups; completing the work activity checklist and the work situation checklist; assessing aptitudes; using the experience site selection form; and selecting available experience site placement opportunities. Section 10 illustrates how to develop student activity sheets, and section 11 explains how to select learning objectives. The Student Career Guide used in the AEL/EBCE model is described in section 12. Finally, section 13 provides excerpts from student activities which relate values to work. (BM).

ED 167 711 **CE 018 447**

Overview and Student Activities for the Far West Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—RD1-A8-608

Note—196p. ; For related documents see CE 018 446, CE 018 449, and CE 019 229-241

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Basic Skills, *Career Development, *Career Education, *Career Exploration, *Career Guidance, *Experiential Learning, *Learning Activities, Community Involvement, Demonstration Programs, Educational Objectives, Group Guidance, Guidance Programs, Models, Program Descriptions, Program Design, Records Forms, Secondary Education, Staff Role, Student Projects

Identifiers—Experience Based Career Education

This document contains an overview of the Far West Laboratory (FWL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 449.) Divided into seven sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the FWL model by explaining the following elements: basic approach; program components; learning plan development; career planning; community resources; certification of learning; group experiences; staff roles; program requirements; and adaptions of the model. Section 2 presents the core program goals organized into three broad categories: career development, basic skills, and life skills. Section 3 contains the "Student Program Walk-Through," which illustrates the type of education experiences provided for the individual student. Section 4 describes the "Career Orientation Guide," which helps the students become acquainted with resource persons and their organizations. Student projects, a primary outcome of the FWL/EBCE program, are explained in section 5. Guidelines for preparing the student project plan are presented in section 6 along with suggested project ideas. Finally, section 7 contains sample student forms which are used in entry assessment, program planning, progress monitoring, and credit assignment. (BM).

ED 167 712 CE 018 449

Overview and Student Activities for the Research for Better Schools Model.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—RD1-A8-608

Note—109p. ; For related documents see CE 018 446, CE 018 447, and CE 019 229-241

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Academic Education, *Career Development, *Career Education, *Career Exploration, *Career Guidance, *Experiential Learning, *Learning Activities, Cognitive Style, Community Involvement, Demonstration Programs, Group Guidance, Guidance Programs, Models, Program Descriptions, Program Design, Questionnaires, Secondary Education, Staff Role

Identifiers—Experience Based Career Education

This document contains an overview of the Research for Better Schools (RBS) model for experience-based career education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 447.) Divided into eight sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the RBS model by explaining the following elements: basic approach; program components; community participation; and staff roles. Section 2 discusses the planning and implementation of the career exploration program. A sample career exploration activity is described in section 3. Section 4 contains the forms which illustrate the procedures students follow in the career specialization activities. The Academic Resource Center, which is an integral part of the RBS/EBCE program, is described in section 5. Group discussion and other guidance exercises are discussed in sections 6 and 7. Finally, section 8 presents the "Learning Style Questionnaire," which is used to identify the learning environment appropriate for the individual student. (BM).

ED 167 713 CE 018 613

Hinrichs, Roy S. Comp

Careers in Electricity-Electronics. Industrial Arts Series, Publication Number 10,012.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—General (050). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Opportunities, *Electrical Occupations, *Electronics Industry, *Occupational Information, *Vocational Education, Educational Programs, Employment Patterns, Employment Qualifications, Guides, Job Analysis, Postsecondary Education, Secondary Education

Identifiers—Mississippi

Career information concerning jobs in the electricity-electronics field is presented. Included is an overview of all positions of employment in the field, such as professional engineers, technicians, skilled craft workers, and semi-skilled workers. A description of their work, training requirements, and employment outlook is given. Information is also provided concerning the educational and training opportunities in the electricity-electronics field available in Mississippi: secondary vocational, part-time cooperative vocational, postsecondary vocational and technical, and apprenticeship programs. Finally, career information is presented about the telephone industry, the electric power industry, and the electronics manufacturing industry—each as an employer of workers with training in all levels of electricity-electronics. (This publication has been developed to complement the manual entitled Electricity-Electronics for Industrial Arts, CE 018 615.) (JH).

ED 167 714 CE 018 614

Hinrichs, Roy S. Comp

The Mississippi Chapter of the American Industrial Arts Student Association. Advisor's Handbook. Industrial Arts Series, Publication Number 10,015.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Industrial Education, *Program Development, *Student Organizations, * Administrator Guides, Meetings, Organization, Secondary Education, Vocational Education

Identifiers—American Industrial Arts Student Association, Mississippi

Designed for industrial arts teachers, this advisor's handbook contains general information about the American Industrial Arts Student Association (AIASA) and specific instructions for organizing and conducting student clubs. Sections of information include the following: (1) Policy of United States Office of Education (USOE) for vocational education student organizations; (2) AIASA general information (What is AIASA? What are industrial arts? What are the purposes of AIASA? Why should your students join AIASA? What do students get for their AIASA dues? What does AIASA membership support? AIASA and the student/school/state/nation; (3) organizing an AIASA chapter (AIASA—A teaching tool; How to organize a local AIASA chapter; AIASA chapter advisor responsibilities; installation of officers; chapter opening and closing ceremonies; AIASA chapter activities; chapter fund raising projects); (4) Articles of Incorporation (AIASA constitution); (5) the AIASA emblem (symbolism of the emblem, the emblem colors); and (6) the AIASA motto and creed. (JH).

ED 167 715 CE 018 615

Hinrichs, Roy S. Comp

Electricity-Electronics for Industrial Arts. Instructors Lesson Plans. Industrial Arts Series, Publication Number 10,010.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Electricity, *Electronics, *Industrial Arts, *Vocational Education, * Behavioral Objectives, Learning Activities, Lesson Plans, Occupational Information, Safety, School Shops, Secondary Education, Transparencies

Identifiers—Mississippi

Thirty-one lesson plans on electricity-electronics are presented in this guide designed for industrial arts instructors. Each lesson plan is organized into the following format: (1) lesson objective; (2) supplementary teaching items; (3) presentation; (4) demonstration; (5) laboratory or other activities; and (6) test items (oral, written, or performance). Lesson plans are organized into seven topics: safety; the language of electricity-electronics (e. g. wiring diagram symbols); electrical tools, materials, and processes; electrical principals (e. g. Ohm's law, magnetism); sources of electrical energy (e. g. static electricity, thermocouples); producing and storing electricity (capacitors, transformers); and career occupations in electricity-electronics. Thirty-two transparency masters conclude the document. (JH).

ED 167 716 CE 018 616

Hinrichs, Roy S.

Evaluation of Curriculum Materials Disseminated to Mississippi Industrial Arts Teachers during the 1976-77 School Year. Research Report. Industrial Arts Series, Publication Number 10,013.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—77

Pub Type—Reports—Evaluative/Feasibility (142). Collected Works—Serials (022). Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Curriculum Evaluation, *Industrial Arts Teachers, *Industrial Education, *Instructional Materials, Content Analysis, Information Dissemination, Junior High Schools, Program Effectiveness, Program Evaluation, Questionnaires, Secondary Education, Surveys, Teacher Attitudes, Use Studies

Identifiers—Mississippi

An evaluation of curriculum materials (four publications) disseminated to Mississippi industrial arts teachers during the 1976-77 school year was conducted. Four questionnaires were prepared and mailed to all of the state's 242 industrial arts teachers. The objectives of the evaluation were to determine the following: (1) number of teachers using the materials in their programs; (2) amount of usage of the materials in terms of hours of instruction taught; (3) amount of usage of the materials in terms of number of students taught; (4) overall quality of the materials as rated on thirteen specific items; and (5) the extent that dissemination programs influence the use of Mississippi State University Research and Curriculum Unit materials. Based upon the findings, the following conclusions were drawn: (a) three out of four industrial arts teachers were using the materials in their programs; (b) the average number of hours taught per class with the materials was close to the suggested time for each publication; (c) a total of 9,709 students received instruction in industrial arts programs as a result of the materials; (d) in the opinion of the teachers, the overall quality of the material is high; and (e) the chances are greater that teachers who are presented the materials through dissemination programs will use the publication in their classes as compared to those who just receive the publications in the mail. (JH).

ED 167 717 CE 018 617

Hinrichs, Roy S. Comp

A Curriculum Guide for the Multifield Laboratory. Industrial Arts Series, Publication Number 10,013.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Industrial Education, *Program Development, *School Shops, *Task Analysis, Behavioral Objectives, Curriculum Guides, Drafting, Electricity, Junior High Schools, Learning Activities, Metals, Plastics, Power Technology

Identifiers—Home Repair, Multifield Laboratory

Developed for the industrial arts multifield laboratory program (junior high level), this curriculum guide provides the industrial arts teacher with a plan of organization for a one-year program of instruction based on seven units of instructional activities: metals, woods, plastics, drafting, electricity, power, and home repairs. Each unit lists the student behavior objectives and a schedule for instruction. This instructional schedule includes the content for each unit, presented in the form of task descriptions (manipulative, informational, and attitudinal), suggested instructor and student activities, and suggested resource materials (books and films which may not be available in each local situation). The appendix contains four organization patterns (each including instructional area, sequence, and duration) for the multifield laboratory. (JH).

ED 167 723 CE 018 876

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois—Phase One. Final Report.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—RD1-A8-630

Note—68p. ; Parts of some of the initial pages will not reproduce well due to broken print

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Counseling, *Career Guidance, *Comprehensive Programs, *Job Placement, *Program Development, *Vocational Followup, Career Planning, Information Dissemination, Inservice Education, Postsecondary Education, Program Descriptions, School Personnel, Secondary Education, Staff Development, Statewide Planning, Systems Development, Vocational Education, Workshops

Identifiers—Illinois

A project was initiated to disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through and to help Illinois educational agencies in efficiently operating comprehensive guidance and counseling programs. In the first of a two-phase project, objectives accomplished or partially accomplished included (1) making needed revisions and reproducing 500 copies of a previously developed and tested planning model for comprehensive systems of guidance, counseling, placement, and follow-through—A Programmatic Approach to Guidance Excellence (PAGE 2); (2) disseminating PAGE 2 planning model copies to educational institutions/agencies for staff development; (3) training at least one facilitator in nineteen Illinois career guidance centers to instruct staff and personnel in school districts in their service region in the use of the model (twenty facilitators from eighteen centers received training); (4) beginning preparation of Illinois educational and community personnel in the use of guidance and counseling planning tools; and (5) providing a variety of personnel trained in guidance/counseling tools' use. Of sixty-two persons involved in three completed workshops, 89% elected to enroll in a University of Illinois staff development course offered in conjunction with the workshops. (Workshop materials, information, and evaluation are included in the report.) (CSS).

ED 167 726 CE 018 892

Lopez, Victor

Bilingual Vocational Program—Part J. Final Report, FY78.

Crystal City Independent School District, Tex

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007801956

Note—87p. ; Some pages in this document will not reproduce well because of broken type; Several pages removed due to confidential material

Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Bilingual Education, *English Second Language, *Mexican Americans, *Office Occupations Education, *Program Evaluation, *Vocational Education, Adult Education, Auto Mechanics, Building Trades, Business Education, Job Skills, Job Training, Personnel Needs, Printing, Program Descriptions, Program Effectiveness, Public Relations, Spanish Speaking, Teacher Qualifications, Training Objectives, Underemployment, Unemployment
Identifiers—Texas (Crystal City)

The Crystal City Independent School District Bilingual Vocational Training Program was designed to provide business/printing education, auto mechanics, and industrial construction competencies to trainees exhibiting interest in these training areas. The participants were adults who were underemployed or unemployed in the community of Crystal City, Texas, the home base of an extremely high migrant Mexican American population. The program of instruction consisted of combined and coordinated related instruction with on-the-job training experience. During the period between September 1977 through May 1978, training was offered in two skill areas: (1) academic component, including computation and communications skills; and (2) vocational component, including skills in business and printing occupations. Concentration was placed on training individuals in secretarial/clerical and printing office machine skills. An advisory council selected fifty participants from the 200 adults who applied for the program. Seventy-two percent of the trainees were placed on jobs and/or motivated to pursue a college education. Seventy-five percent achieved the program's overall objectives, including demonstration of communication skills in both Spanish and English. Each trainee received counseling and instructions in job applications. The program was termed a success by program administrators. (CT).

ED 167 727 CE 018 917

Beach, David P.
Affective Work Competencies, Phase II. Final Report.
Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Affective Measures, *Affective Objectives, *Job Skills, *Occupational Clusters, *Test Construction, *Vocational Education, Differences, Educational Objectives, Employee Attitudes, Employment Qualifications, Evaluation Methods, Individual Characteristics, Laborers, Occupational Information, Research Needs, Research Reports, Secondary Education, Secondary School Students, Secondary School Teachers, Student Attitudes, Student Characteristics, Supervisors, Test Interpretation
Identifiers—Missouri

Phase II of a two-part project, this study was conducted in Missouri to develop a quantitative competency matrix for each of the vocational and technical education service areas represented in Missouri. (A description of both phases of the project appears in CE 018 918.) After a literature search identified the affective work competencies desired by industry and education, an Affective Work Competency Inventory (AWCI) was developed to measure them. Since desired worker competencies vary among different occupations, it was necessary to design a quantitative competency matrix for the twenty-four distinct occupational clusters that exist in Missouri. (Each of these occupational clusters is a component in one of the six vocational service areas.) Nine thousand inventories were printed and administered to workers, supervisors, teachers, and students, representing the twenty-four clusters. Following an analysis of the Inventory's results, it was determined that AWCI scores did differentiate among the occupational clusters. Recommendations for effective use of this data include the following: (1) development of curriculum materials to instruct students in affective work competencies; (2) conduct of experimental programs to determine which teaching methods are effective and to what degree students retain the competencies they acquire; and (3) provision of teacher education programs and inservice workshops to acquaint vocational education teachers with effective methods for teaching the competencies to their students. (Attachments show the occupational matrix and the cluster-occupational index of competency magnitudes.) (ELG).

ED 167 728 CE 018 918

Beach, David P. And Others
Necessary Work Values, Habits, and Attitudes: A Final Report.
Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Affective Objectives, *Differences, *Job Skills, *Occupational Clusters, *Vocational Education, Affective Measures, Educational Objectives, Employee Attitudes, Employer Employee Relationship, Employment Qualifications, Evaluation Methods, Individual Characteristics, Laborers, Literature Reviews, Occupational Information, Research Needs, Research Projects, Secondary Education, Secondary School Students, Secondary School Teachers, Student Attitudes, Student Characteristics, Supervisors, Teacher Education, Test Construction, Test Interpretation, Values
Identifiers—Missouri

A two-phase study was conducted to determine the habits, attitudes, and values that industry and education consider desirable and important for workers. In phase I a computer search revealed sixty-three such affective work competencies which were then categorized into fifteen clusters. To objectively quantify each of the clusters, an evaluation instrument named the Affective Work Competencies Inventory (AWCI) was developed, which measured the behavior or performances of students and workers for each cluster. In phase II (which is described in greater detail in CE 018 917) an occupational matrix was developed to properly use the Inventory in relation to different vocational and technical occupations. Nine thousand inventories were printed and administered to students, workers, teachers, and supervisors in Missouri. It was found that mean composite AWCI scores for (1) vocational students were greater than for academic students; (2) workers were greater than for vocational students; (3) occupational areas significantly differed; (4) female workers were significantly higher than for male workers; and (5) teachers, supervisors, and workers differed. Recommendations for effective use of this data include the development of curriculum materials to instruct students in affective work competencies, and the conduct of experimental programs to determine which teaching methods are effective and to what degree students retain the competencies they acquire. (The appendix contains a sample AWCI form.) (ELG).

ED 167 730 CE 019 029

Opportunities Exist for Substantial Savings in Administration of Military Skill Training Programs.
General Accounting Office, Washington, D.C.
Report No.—FPCD-78-13
Pub Date—78
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cost Effectiveness, *Course Content, *Job Skills, *Military Training, *Program Length, *Teacher Qualifications, Armed Forces, Educational Finance, Job Training, Military Personnel, Money Management, Program Costs, Scheduling, Staff Utilization
Identifiers—Department of Defense, Military Manpower Training Report

The U.S. General Accounting Office (GAO) reviewed the administration of military skill training programs. It found that the Department of Defense (DOD) spends about $3.4 billion a year to provide skill training to 1.2 million military personnel. The DOD could save millions of dollars by requiring (1) the services to provide a minimum of forty class hours a week for skill training and to eliminate nonskill training activities from course curriculums; (2) the army to adopt a more reasonable criteria, consistent with the other services, for determining staffing levels for skill training instructors; and (3) the services to substitute civilians for military personnel or contract for training support whenever feasible. The GAO also found that The Military Manpower Training Report, which is issued annually to Congress to support the services' proposed training programs, is incomplete and inaccurate. It is recommended that the Secretary of Defense issue clarifying instructions requiring that complete and accurate staffing reports be used in support of training. (CSS).

ED 167 731 CE 019 083
Hickner, Marybelle R.
Concept Structure of Freshman Home Economics Majors with Implications for Teacher Education.
Wisconsin Univ.—Stout, Menomonie. School of Home Economics
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—74
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Home Economics, *Student Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Attitude Measures, Failure, Females, Higher Education, Literature Reviews, Personality Assessment, Personality Theories, Predictive Measurement, Research Needs, Success, Teacher Selection

A pilot study was conducted to determine whether organization of personality variables can be used to predict the attitudes of student teachers toward teaching. This followed a literature search that showed little research has been done on the personality characteristics of teachers which influence attitudes toward students. Three self-administered tests (the Population Opinionnaire (a form of the Rokeach Dogmatism Scale), the Minnesota Teacher Attitude Inventory, and the California Psychological Test) were given to 135 female freshmen and transfer students in home economics education who would be participating in student teaching. Findings supported the study's hypothesis that prospective student teachers with an open conceptual system have a more favorable attitude toward students than those who have a closed or dogmatic system. The nonauthoritarian individual was found to possess the characteristics of tolerance, achievement via independence, intellectual efficiency, self acceptance, flexibility, responsibility, and a sense of well-being. Since this study was limited, however, to female students in home economics during one year, a larger investigation should be undertaken (1) using both male and female students from other areas of specialization, (2) using other measurement devices, and (3) instituting a longitudinal study. The results of this study may be applied as criteria for the hiring of prospective teachers as well as for the successful selection and retention of student teacher candidates for teacher education programs. (Included at the end of this report are a bibliography and tables analyzing the test scores of study participants.) (ELG).

ED 167 732 CE 019 126
Wynn, Christine
The Skills Survey: What It Is and How It Works. Personnel Management Series No. 29.
Civil Service Commission, Washington, D.C. Office of Federal Equal Employment Opportunity
Pub Date—77
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-01030-0)
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Employment Qualifications, *Evaluation Methods, *Government Employees, *Job Skills, *Management Information Systems, * *Occupational Mobility, Administrator Guides, Data Collection, Employment Level, Failure, Followup Studies, Information Needs, Information Retrieval, Information Storage, Labor Needs, Needs Assessment, Occupational Information, Personnel Data, Program Administration, Program Development, Promotion Occupational, Questionnaires, Success, Worksheets

This booklet explains the federal government's purpose and procedures for conducting a survey to determine civil service employees' skills, knowledges, and abilities so that they may be more fully utilized and/or developed. In section I the term "skills survey" is defined and its functions are viewed as part of an upward mobility program. Section II lists the personnel involved in planning and implementing the survey. Section III advises each government agency to assess its own information needs by either examining its existing job descriptions or by performing a job analysis. The scope of the project and use of a timetable are discussed. Then, the pros and cons of various procedures are debated for obtaining specific data on employees' skills. The approaches considered include (1) searching personnel files, (2) conducting personal interviews, (3) administering questionnaires to employees in groups, (4) mailing out questionnaires, and (5) using mail questionnaires with followup interviews. In section IV, government publications and Appendix 1 are suggested as resources for instructions on how to evaluate the data. Section V and Appendix 2 cover the methods of coding the data for storage and retrieval. The implementation and update of the survey are discussed in section VI. In the final two sections, the survey administrator is warned of various pitfalls and the need to comply with the Privacy Act. Appendixes 3 and 4 provide sample forms. (ELG).

ED 167 741 CE 019 516
Wheat, Valerie Niebel, Christie
Apprenticeship and Other Blue Collar Job Opportunities for Women.
Women's Educational Equity Communications Network, San Francisco, Calif
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—300-77-0535
Note—34p. ; Photographs in this document will not reproduce well
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Apprenticeships, *Blue Collar Occupations, *Educational Opportunities, *Employment Opportunities, *Females, *Nontraditional Occupations, Building Trades, Employed Women, Employment Patterns, Employment Qualifications, Equal Opportunities Jobs, Guides, Industrial Personnel, Job Search Methods, Job Skills, Job Training, Labor Market, Occupational Information, On the Job Training, Resource Centers, Semiskilled Occupations, Sex Discrimination, Skilled Occupations, Trade and Industrial Education, Unskilled Occupations
Identifiers—Nontraditional Roles

Designed to inform individual women and occupational counselors of blue collar jobs and training opportunities for women in construction and industry, this guide attempts to answer the questions: What is blue collar work? What is apprenticeship and are there entrance requirements? How do I go about finding a blue collar job or getting into an apprenticeship program? And finally, is blue collar work for me? The guide also includes sections on what to expect on the job, problems women crafts workers have encountered, history of women in the skilled trades, and profiles of blue collar women. A section on resource groups and organizations lists national and local sources of assistance. A bibliography indicates where to learn more about trades opportunities and about real life stories of women working in the skilled trades. Written in a conversational tone, many of the sections contain practical tips, for example, "Go to the job site looking like you are ready to go to work (work clothes, boots, etc.)." The guide includes tables, graphs, photographs, and a skills assessment check list. (LMS).

ED 167 742 CE 019 517
Kane, Roslyn D. Frazee, Pamela
Occupational Choice: Do Traditional and Non-Traditional Women Differ.
RJ Associates, Inc. Arlington, Va
Spons Agency—Women's Bureau (DOL), Washington, D.C.
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Choice, *Career Development, *Enrollment Influences, *Females. *High School Students, *Vocational Education, Counseling Effectiveness, Educational Opportunities, National Surveys, Nontraditional Occupations, Parent Influence, Regional Schools, Secondary Education, Social Influences, Student Problems, Teacher Influence, Vocational Interests, Vocational Schools, Womens Education
Identifiers—Nontraditional Roles

A national survey of women in nontraditional, mixed, and traditional occupational training at area vocational technical schools was conducted to determine the factors which influence women to enter nontraditional training and how they differ from those of traditional women. It was found that women have difficulty selecting a nontraditional vocational program and that this problem is compounded by the pressure on women to choose academic preparation. Interest was the single most powerful force influencing women in their selection of vocational training. Ability in the occupational area was second, and earnings came third. Career education, career orientation, and job site visitation were considered more useful counseling techniques than individual counseling, vocational testing, or group counseling. Educational personnel did not have a great impact on the career decision making of students. Counselors and teachers had more influence on traditional women than on nontraditional women. Parents were the most influential group for nontraditional students. Employment of women in related occupations simultaneous to their vocational training was an extremely important factor in improving their education and training. The largest single problem identified by women was the problem of men adjusting to women in their classroom, particularly if there were very few women in the classroom. (LMS).

ED 167 743 CE 019 570

Harris, J. A. And Others
Technical Report of an Evaluation/Follow-Up System. (Volume 1).
Pickens Area Vocational-Technical School, Jasper, Ga
Spons Agency—Appalachian Regional Commission, Washington, D.C.
Pub Date—78
Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Educational Needs, *Program Improvement, *Questionnaires, *Test Reliability, *Test Validity, *Vocational Followup, Employee Attitudes, Evaluation Criteria, Field Studies, Graduate Surveys, Job Skills, Occupational Information, Personnel Evaluation, Research Reports, Supervisors, Test Construction, Training, Vocational Education, Work Attitudes

To obtain quantifiable employment information and identify training weaknesses of former vocational technical students, a comprehensive follow-up questionnaire was developed and validated. The new questionnaire, after review and revision, was field tested, using twenty-five randomly selected former students (placed in occupations related to their training) and twenty-two of their supervisors. Respondents were asked to identify ambiguous words, questions, etc; respond to each applicable question in terms of questions and scale values; offer program improvement comments; and rate ten question categories from most to least important. Several of the findings were (1) to avoid late returns it is advisable to collect responses at on-site visitation; (2) response rate, validity, reliability (.778), and comments indicate questionnaire is appropriate for the intended purpose; (3) the nine-point rating scale and 'not applicable' option produced sufficient variance to provide useful data; (4) a questionnaire user's guide is needed; and (5) former students' supervisors should be the questionnaire respondents. It is recommended that, following revision, the questionnaire be put into immediate use for on-site follow-up; a user's guide be developed and disseminated; and twice yearly instructors should answer the questionnaire for self-evaluation. (Four other recommendations are offered. Appendixes contain the Appalachian Regional Commission evaluation form, on-site follow-up forms, and field validation form.) (CSS).

ED 167 744 CE 019 571

Harris, J. A. And Others
User's Guide for an Evaluation/Follow-Up System. (Volume 2).
Pickens Area Vocational-Technical School, Jasper, Ga
Spons Agency—Appalachian Regional Commission, Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Data Processing, *Field Interviews, *Participant Characteristics, *Program Evaluation, *Program Improvement, *Vocational Followup, Educational Needs, Employee Attitudes, Followup Studies, Graduate Surveys, Guidelines, Guides, Instructional Improvement, Job Skills, Occupational Information, Personnel Evaluation, Questionnaires, Self Evaluation, Staff Development, Student Evaluation, Supervisors, Teacher Evaluation, Test Validity, Vocational Education

This guide is designed to assist users in collecting evaluation/follow-up data primarily from supervisors of former vocational-technical school students. The guidelines, presented in five parts, provide a step-by-step checklist for implementing the system and acquiring measurable/reliable data applicable to individual or overall school programs. Questionnaire data is expected to provide a basis or means for program evaluation, program comparison, instructor's self-evaluation, instructional improvement, and staff improvement. Following the introduction, part 2 reviews the participant selection process and includes guidelines for student exit interviews, sampling of students placed in related and unrelated fields, and selection of former students placed in the field. Part 3 discusses conducting on-site activities which involve making appointments with former students and their supervisors, developing travel plans, conducting on-site interviews, and following up mail-in responses. In part 4 instructions are provided for checking questionnaire responses, coding the questionnaire for keypunching, processing the data, and updating student records. The concluding part of the guide examines various administrative, supervisory, and instructor uses of the questionnaire. Appendixes contain (1) the validated evaluation/follow-up questionnaire (student, instructor, former student, and supervisor forms), and (2) a sample visual chart for presentation. (This guide is designed to be used in conjunction with the technical report, CE 019 570.) (CSS).

ED 167 746 CE 019 647

Myers, Edward J. And Others
Career Development Partnership. A Program Linking Parents, Students, Schools. A Guide to Implementation.
Cranston School Dept. R.I.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C. Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education
Pub Date—79
Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Development, *Career Education, *Career Guidance, *Parent Child Relationship, *Parent Participation, Career Choice, Career Planning, Communication Skills, Conferences, Elementary Secondary Education, Guides, Parent Influence, Program Descriptions, Program Development, Resources, Role Models, School Counseling, Self Concept, Sex Stereotypes, Student Records

A program was developed for parent involvement in career education of students at the elementary, junior high, and senior high levels. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. Topics dealt with include the following: (1) improvement of communication skills between parent and child; (2) influence of parents on career choice and work values; (3) career resources in the school and community; (4) sex-role stereotyping and its effect; (5) improvement of self-concept of children; (6) the importance of career planning; and (7) the stages of career development. At each of the three academic levels, the parents attend five learning sessions, and in Project Apollo, the senior high component, the students are also present. Except for the individual meetings in Project Apollo to review the students' records, the sessions involve the use of handouts, discussion groups, audiovisual materials, reading materials, or role playing. (Outlines are included for each session giving objectives, materials, procedure, preparation, guidelines, and alternate programs. Appendixes provide copies of handouts and questionnaires.) (ELG).

ED 167 748 CE 019 740

Stokes, Bruce
Worker Participation—Productivity and the Quality of Work Life. Worldwatch Paper 25.
Worldwatch Inst. Washington, D.C.
Pub Date—78
Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W. Washington, D. C. 20036 ($2.00)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administration, *Employee Attitudes, *Laborers, *Participation, *Productivity, *Quality of Life, Cooperatives, Decision Making, Economic Climate, Economic Research, Employer Employee Relationship, Employment Problems, Failure, Governing Boards, Job Enrichment, Job Satisfaction, Labor Relations, Organizational Development, Quality Control, Research Needs, Success, Task Performance, Unions, Work Environment, World Problems

Identifiers—Ownership

The world economic situation is beset by growing worker dissatisfaction, slowing economic growth, and rising energy and resource costs. A partial solution to these problems may be worker participation in management and ownership. As production has become more dehumanized and workers have become increasingly dissatisfied and alienated, the quality of their work has suffered. To offset this malaise, various experiments have been conducted to improve the quality of work life and to give workers a voice in management decisionmaking. While workers in the U.S. often use unions to express their views, in other nations they hold seats on boards of directors and have formed work councils for this purpose. Ownership by workers may be either indirect in the form of investment funds and employee stock ownership programs or direct in the form of co-ops. It is difficult to generalize about the economy-wide impact of worker participation because of the lack of controlled experiments and long-term data. However, it appears that participation certainly does not harm productivity and probably improves it. Presently, worker participation is at different stages in countries around the world due to variations in cultural backgrounds and histories. (ELG).

ED 167 752 **CE 019 757**

Meyer, Herbert H. Lee, Mary Dean

Women in Traditionally Male Jobs: The Experiences of Ten Public Utility Companies. R & D Monograph 65.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—DL-21-12-75-18

Note—142p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00351-3); Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W. Washington, D.C. 20213

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Affirmative Action, *Attitude Change, *Employed Women, *Equal Opportunities Jobs, *Nontraditional Occupations, *Program Effectiveness, *Utilities, Administrators, Blue Collar Occupations, Career Opportunities, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Employment Patterns, Employment Problems, Family Attitudes, Family Relationship, Females, Males, Managerial Occupations, Occupational Surveys, Peer Relationship, Questionnaires, Semiskilled Workers, Sex Discrimination, Skilled Workers, Social Relations, Work Experience

A study explored the results of programs designed to move women into traditionally male jobs (both managerial and blue collar) in ten public utility companies. The focus of the study was on the experiences of 164 women in such jobs and on the attitudes of their supervisors, male peers, and subordinates toward the companies' attempts to overcome job discrimination based on sex. The study also explored the impact of the women's new job patterns on their relationships with peers, parents, husbands, male friends, and children. The findings indicated that the experiences of the ten companies were considerably more positive than negative. Most of the women were seen to be performing well in their new jobs, although those in blue collar positions encountered more difficulties in the form of inadequate prior training and harassment from male peers. There was also considerable evidence that negative attitudes and expectations on the part of male supervisors and peers were likely to change rapidly when the supervisors and peers had an opportunity to observe a woman performing effectively in a nontraditional job. Companies making the most progress in providing equal opportunities for women were those which planned the transition carefully, involved first-line supervisors in the planning, and provided central staff monitoring and guidance to managers attempting to meet Equal Employment Opportunity goals. (Interview outlines and data analysis procedures are appended and graphs, tables, and references are included.) (Author/LMS).

ED 167 753 **CE 019 761**

Mathematics Used in Occupations: An Interrelated Guide.

Minneapolis Public Schools, Minn. Dept. of Vocational Technical Education

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section. Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF03/PC27 Plus Postage

Descriptors—*Curriculum Development, *Integrated Curriculum, *Job Skills, *Mathematics Curriculum, *Mathematics Education, *Vocational Education, Curriculum Guides, Fused Curriculum, Mathematical Applications, Mathematical Concepts, Mathematics, Secondary Education

Intended for use by counselors and mathematics teachers, this guide brings together mathematical and occupational skills to form an interrelated curriculum. Eight occupational clusters are included as follow: (1) business and office, (2) communications, (3) construction, (4) hospitality, (5) manufacturing, (6) marketing and distribution, (7) personal service, and (8) transportation. The scope of each cluster is defined, and the major job areas within it are identified in conjunction with suggested vocational courses. A chart then shows the relation of the occupational courses to the mathematical concepts and the mathematical courses in which they are taught. Besides giving the occupational applications of the concept, the chart refers to the appendixes which contain examples of the mathematical problems encountered in the specific occupations. The mathematical skills applied include the following: areas and volumes; computer science; conics; geometry; decimals; basic arithmetic; exponents, roots, and powers; formulas and equations; graphs and tables; logarithms; logic and proof; matrices; measurement systems; parallels and perpendiculars; percents; perspectives and transformations; polynomials; calculus; products and factors; ratio and proportion; statistics and probability; trigonometry; and vector applications. (ELG).

ED 167 754 **CE 019 871**

Women in Nontraditional Jobs: A Conference Guide. Increasing Job Options for Women.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00051-7)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Affirmative Action, *Conferences, *Employed Women, *Employment Opportunities, *Nontraditional Occupations, *Program Development, Administrator Guides, Career Development, Career Opportunities, Community Programs, Employers, Equal Opportunities Jobs, Females, Job Development, Managerial Occupations, Professional Occupations, Program Administration, Program Guides, Skilled Occupations

Designed to help organizations interested in expanding job options for women to plan and hold a community-based conference on nontraditional jobs, this guide outlines basic steps in planning, provides information about successful programs, and makes suggestions about how to deal with the mechanics of a conference. Following an introduction which presents the barriers to and advantages of nontraditional employment for women, a section on preliminary planning discusses the conference coordinator, community analysis, choosing a theme, the planning committee, and participants. The next section, "Program," deals with format, subject areas, speakers, panels, workshops, lunch, and audiovisuals and exhibits. The following section, "Conference Procedures," covers finances, timing and site, invitations, facilities and equipment, registration, briefing sessions, publicity, and the conference report. The section on follow-up includes evaluation, planning the committee meeting, and closing out. The appendixes include a resource list of publications, slides, and films; a checklist of things to do before and after the conference; samples of a press release, announcement of reception and briefing, registration form, program, and letter of invitation; and a list of Women's Bureau Regional Offices. (LMS).

ED 167 755 CE 019 872

Women in Nontraditional Jobs: A Workshop Model. Working with Employers to Develop Jobs.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Affirmative Action, *Employed Women, *Employment Opportunities, *Job Development, *Nontraditional Occupations, *Program Development, * *Workshops, Administrator Guides, Career Development, Career Opportunities, Employers, Equal Opportunities Jobs, Females, Managerial Occupations, Professional Occupations, Program Administration, Program Guides, Skilled Occupations, Technical Occupations

Prepared for employers and staffs of job service and training programs, this guide presents information on how to conduct a workshop to expand employment opportunities for women in nontraditional occupations—in blue collar skilled work as well as white collar professional, technical, and managerial jobs. The guide includes sections on purpose of the workshop (to provide a forum in which employers are encouraged and assisted in hiring women for nontraditional jobs), agenda for a one-day workshop, workshop facilitator, program staff participation, locating and selecting employers, size of workshop, facilities, materials for kits, and workshop format—background and rationale. Appendixes include a selected list of publications, slides, and films on women in nontraditional employment; an invitation letter; a registration form; an agenda; and a workshop evaluation form. (LMS).

ED 167 756 CE 019 873

Women in Nontraditional Jobs: A Program Model. Boston: Nontraditional Occupations Program for Women.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00319-0)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Affirmative Action, *Building Trades, *Females, *Job Training, *Models, *Nontraditional Occupations, *Program Descriptions, *Program Development, *Work Experience Programs, Ancillary Services, Blue Collar Occupations, Building Operation, Career Counseling, Career Development, Career Guidance, Cooperative Programs, Coordination, Educational Programs, Employed Women, Employment Opportunities, Federal Aid, Job Placement, Labor Force Development, Maintenance, Program Administration, Program Budgeting, Program Content, Program Costs, Program Evaluation, Recruitment, Skilled Occupations

Identifiers—Massachusetts (Boston), Nontraditional Occupations Program for Women

Part of a project to expand and improve the occupational options of low-income women, this program model (one of thirty nationwide) describes classroom training and work experience in the building maintenance skilled trade areas (maintenance and repair of electrical machinery, construction carpentry, plastering, painting, and papering). Part I, an overview, discusses program components, eligibility, and benefits. Part II deals with budget and staff. Part III discusses recruitment, intake, and orientation. Part IV covers classroom training and occupational fitness. Part V deals with work experience. Part VI covers counseling and supportive services. Part VII consists of job development, placement, and post-placement. Part VIII deals with monitoring and evaluation. Appendixes include a screening interview form; a counseling orientation schedule; formative evaluation questionnaires; a weekly scheduling form; samples of a course outline, classroom assignments, and an evaluation form; suggested exercises for developing occupational fitness; a list of electrical tasks; a worksite agreement; a schedule for the counseling component of the program; a brochure on the Nontraditional Occupations for Women program; a list of procedures for identifying and posting jobs; a form letter to employers; and a final trainee reaction form. (LMS).

ED 167 761 CE 020 015

Rice, Fred And Others

Small Business Management. Going-Into-Business Modules for Adult and/or Post Secondary Instruction.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605299

Note—382p. ; For related documents see CE 020 016-020; Not available in hard copy due to reproducibility problems

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Adult Vocational Education, *Business Education, *Learning Modules, Business Skills, Curriculum Guides, Evaluation Methods, Postsecondary Education

Identifiers—Entrepreneurship, Small Businesses

Fifteen modules on small business management are provided in this curriculum guide developed for postsecondary vocational instructors. Module titles are as follow: decision making steps; financing a small business; location of a small business; record systems; the balance sheet and profit and loss statement; purchasing; marketing; sales; cash flow; taxes and depreciation; insurance; management controls for small business; employer-employee relations; break-even analysis; and maximizing profit. Each module is organized into seven elements: (1) introduction; (2) behavioral objectives; (3) transition of modules (a brief summary of the previous current and following module); (4) the lesson (subject content is centered around a series of key questions related to student objectives, and each key question contains a suggested teaching strategy); (5) summary (key points); (6) unit evaluation instrument (instructions for using it and an answer key are provided); and (7) transparency masters for use in the lessons. (JH).

ED 167 762 CE 020 016

Small Business Management Education. Entrepreneurship Education for Adults-Program Development and Implementation. Final Report.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007605299

Note—17p. ; For related documents see CE 020 015-020

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Administrator Education, *Business Education, *Curriculum Development, *Information Dissemination, *Needs Assessment, *Program Development, Adult Vocational Education, Computer Assisted Instruction, Demonstration Programs, Educational Legislation, Educational Media, Inservice Teacher Education, Learning Modules, Postsecondary Education, Preservice Teacher Education, Program Descriptions, Staff Development, Statewide Planning, Teaching Guides

Identifiers—Entrepreneurship, Small Business Management

A project was organized around a series of activities to prepare materials or disseminations for small business management education programs. Activities were as follow: (1) prepare needs assessment procedures for determining the number and types of businesses to be served by a small business management education program; prepare model legislation; (2) develop course curriculum for postsecondary or adult students planning to go into business; (3) update and expand curriculum materials developed under a previous grant: an addendum to Volume III, Small Business Management; (4) prepare an instructor's manual for interpreting small business analysis; (5) conduct conferences for state vocational education personnel to familiarize them with adult programs in small business management; (6) conduct a workshop for local school agency personnel who will be responsible for program organization and operation; and (7) participate in group meetings associated with entrepreneurship. As a result of the project, various products were developed: a needs assessment package, model legislation, state plan materials, a conference program, a course of study for training small business teachers, fifteen "going into business" modules, curriculum addendum to Volume III, Volume II (Business Analysis), and an instructor's manual for interpreting the small business analysis. (CSS).

ED 167 763 CE 020 017

Small Business Management. Instructor's Manual on Interpretation of Small Business Analysis Data. Entrepreneurship Education for Adults—Program Development and Implementation.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605299

Note—63p. ; Not available in hard copy due to light print in the original document; For related documents see CE 020 015-020

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Vocational Education, *Business Administration, *Business Education, *Business Skills, *Data Analysis, Decisionmaking, Postsecondary Education, Recordkeeping, Teaching Guides

Identifiers—Entrepreneurship, Small Business Management

Tables and significant figures found in a small business analysis report are explained to provide instructors with suggestions on how these items can be used by students to improve the management of small businesses. Contents of the manual are organized into two parts. Part I, The Analysis Report, contains the following chapters: (A) Business Inventories (increase or decrease, workers required, returns); (B) Income and Expense Statement; (C) Income and Expense Statement (Business); (D) Gross Margins and Net Decreases; (E) Standard Balance Sheet (business only); (F) Net Work Analysis; (G) Household and Personal Expenses; (H) Measure of Efficiency and Organization; and (I) Departmental Income and Expense Statement. Part II, Presenting Analysis Interpretation Data, contains four chapters: (A) Use of Benchmark Comparisons in Illustrating Efficiency and Organization Factors (e. g. using graphs to illustrate historical patterns, strategies to use in classroom instructions); (B) The Business Visit (e. g. planning for the first visit after the business analysis summary meeting, techniques for instructors and students to search for strong and weak points in the business); (C) Business Analysis Summary Meeting (e. g. interpreting analysis data that has impact on all students, linking differences in business to operated practices); and (D) Classroom Use of Individual and Group Data. (JH).

ED 167 764 CE 020 018

Small Business Management. Getting a Small Business Management Education Program Started.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605299

Note—432p. ; Some parts of this document will not reproduce well due to light and broken print; For related documents see CE 020 015-020

Pub Type—Reports—General (140). Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC18 Plus Postage

Descriptors—*Administrator Education, *Adult Vocational Education, *Business Education, Demonstration Programs, Educational Legislation, Information Dissemination, Needs Assessment, Postsecondary Education, Teacher Education, Teacher Qualifications, Workshops

Identifiers—Minnesota, Small Business Management

This set of materials was developed to assist with the dissemination of the Minnesota model for small business management education, five sections of information are presented. The first of five sections is on small business management needs assessment and describes a method of determining the number of small businesses that would constitute a population for an educational program. The second section presents two models for legislation: (1) a bill for an act (relating to adult vocational education and training, establishing education and training programs for small business and farm entrepreneurs, and appropriating money) and (2) an amendment to the Omnibus School Aids Bill (current block funding for adult small business and farm entrepreneurship management education). The third section provides a job description, qualifications, and suggested requirements for certification of small business management education instructors and coordinators. The fourth section describes a model conference for soliciting support for small business management education; included are conference objectives, agenda, and conference support material (why have a small business management program; a brief historical review of the development and growth of the management education program for farmers and ranchers; establishing minority small businesses (case studies); and the development, design, and evaluation of the Minnesota model). The final section provides ten units of instruction to be used in a preservice workshop for small business management instructors. (JH).

ED 167 765 CE 020 019

Small Business Management. Addendum to Small Business Management Education Curriculum Volume III.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007605299

Note—44p. ; Not available in hard copy due to light print in the original document; For related documents see CE 020 015-020

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Administration, *Business Education, *Instructional Materials, *Learning Activities, *Money Management, Accounting, Adult Vocational Education, Business Skills, Employees, Records Forms, Taxes, Worksheets

Identifiers—Small Business Management

A supplement to a previous volume (CE 009 649), this document contains handouts, case problems, schedules, and seminar information keyed to specific units of instruction. The contents by year and unit areas are as follow: year I, unit 1—time management (two-page handout concerning four problems to avoid; year I, unit 2—warranty register (a sample register for use in businesses that sell goods covered by warranty); year I, unit 3—accounts payable schedule; year I, unit 6—bank reconciliation (a worksheet combining bank balance, checkbook balance, and ledger balance); year I, unit 7—accounts receivable (a handout to be used in a discussion of credit and collection); year I, unit 7, sources and uses of cash (outline of the sources and uses of cash); year I, unit 10—human needs (a handout concerning human needs in reference to employee wants); year I, unit 12—tax management (a handout showing the choices and advantages of different business decisions); year I, unit 12—tax planning (a description of tax planning and its implications); year II, unit 10—economic versus accounting profit (a brief case describing the differences between economic versus accounting profits); and year II, unit 10—financial analysis worksheet (a balance sheet analysis form for use in evaluating the business position). (JH).

ED 167 766 CE 020 020

Small Business Management. Volume II: Business Analysis. En-

trepreneurship Education for Adults—Program Development and Implementation. Second Edition.
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. St. Paul. Dept. of Agricultural Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007605299
Note—390p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 020 015-019
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Accounting, *Bookkeeping, *Business Administration, *Business Education, *Simulation, *Teacher Education, Administration, Adult Education, Instructional Materials, Learning Activities, Postsecondary Education, Recordkeeping
Identifiers—Entrepreneurship, Small Business

A practice problem in year-end business analysis is presented to provide experience with a system of single-entry bookkeeping as part of a small business management adult education program. The problem simulates an entire business year and includes transactions involving general business revenues and expenses pertaining to most small retailing organizations. A standardized chart of accounts is included which is generally adaptable to computerization and can be applied to most double-entry accounting systems. Data forms are included to aid in compiling the necessary information for a complete business analysis. Complete, step-by-step instructions for filling in the data forms specify the exact input required for each line and column on the data forms. Documentation for the business analysis includes a line-by-line description of each item contained in the table of analysis. The data form number and specific line numbers are also included. Appendixes contain keys to the practice problem and data forms and an analysis and interpretation of the business analysis problem. (JH).

ED 167 767 CE 020 030
Oaks, Muriel K.
Defining Teacher Education for Health Occupations. Final Report.
Washington State Univ. Pullman. Coll. of Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Washington State Commission for Vocational Education, Olympia
Pub Date—78
Contract—77AWJ(161)NT(CVE)
Note—215p. ; Not available in hard copy due to reproducibility problems
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Needs, *Health Occupations, *Needs Assessment, *Teacher Education, Allied Health Occupations Education, Demography, Program Descriptions, Reports, Tables Data, Teacher Attitudes, Teaching Methods
Identifiers—Washington

A study was done to determine the training needs of health occupations teachers in the state of Washington. Focus was on identifying the most important content for teacher training activities and the most acceptable formats for providing these activities. Data were collected via (1) telephone interviews of key health personnel from each state, (2) questionnaires mailed to health occupations teachers and their supervisors in Washington, and (3) telephone interviews of persons at Washington institutions of higher education. The mail survey results showed that health occupations teachers and their supervisors considered curriculum and instruction topics as the most appropriate content for teacher training activities. Activity formats rated as most acceptable were those that were minimally time consuming, such as workshops, or those that allowed a flexible use of time, such as independent study. (The appendix, comprising most of this report, includes the following: telephone interview and survey forms; teacher competencies rating instrument; sample letters; a summary of teacher training practices nationwide; a summary of the results from the Washington survey of teachers and their supervisors; and a report of the research data which includes suggested content and formats, suggestions for degree and inservice programs, information on institutions offering degree programs, and a profile of health occupations teachers in Washington.) (EM).

ED 167 768 CE 020 105
Community Education-Work Councils and CETA-School Collaboration under YEDPA. Prepared for the Work-Education Consortium Conferences on Enhancing Education-Work Transitions for Youth: The Community Collaboration Approach.
National Manpower Inst. Washington, D.C.
Pub Date—78
Pub Type—Reports—Descriptive (141). Legal/Legislative/Regulatory Materials (090)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Community Organizations, *Cooperative Programs, *Coordination, *Employment Programs, *Federal Legislation, *Federal Programs, *Public Agencies, *Youth Employment, Community Coordination, Disadvantaged Youth, Educational Programs, Job Training, Program Descriptions, School Community Relationship, Work Experience Programs
Identifiers—Comprehensive Employment Training Amendments, Youth Employment and Demonstration Projects

This report reviews legislatively mandated linkages between prime sponsors and local education agencies (LEAs) in providing employment, education, and training for youth. The legislation discussed includes (1) the 1977 Youth Employment and Demonstration Projects Act (YEDPA), (2) the Young Adult Conservation Corps, (3) the Youth Incentive Entitlement Pilot Projects, (4) the Youth Community Conservation and Improvement Projects, and (5) the Youth Employment and Training Program. Senate and House bills for continuation and revision of the Comprehensive Employment and Training Amendments (CETA) of 1978, which incorporates YEDPA, are discussed. Highlights are presented from a series of Department of Health Education and Welfare/Department of Labor workshops for prime sponsors and representatives of LEAs to provide information and to encourage collaboration on projects authorized under YEDPA. Participants' view on implementing collaboration, career development, work experience, and academic credit are reported. Various examples are provided to demonstrate the Work-Education Consortium Council's involvement in assisting CETA/LEA collaboration, involvement with LEAs and involvement with CETA prime sponsors. The appendix contains relevant sections of Title IV—Youth Programs of the Comprehensive Employment and Training Amendments of 1978. (CSS).

ED 167 769 CE 020 108
Affirmative Action/Vocational Rehabilitation and Employment of the Handicapped: 'What's In It for Me'? Resource Guide for Employers.
Russell (Harold) and Associates, Inc. Waltham, Mass
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—78
Contract—105-76-4110
Note—27p. ; Information in Appendix C may not reproduce well due to small print
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-000-00213-9)
Pub Type—Guides/Methods/Techniques—General (050). Reports—Descriptive (141)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Affirmative Action, *Disabilities, *Employers, *Equal Opportunities Jobs, *Vocational Rehabilitation, Employer Employee Relationship, Employment Interviews, Guides, Job Applicants, Job Skills, Program Descriptions, State Agencies, Taxes
Identifiers—State Vocational Rehabilitation Agencies

Information for employers concerning the Affirmative Action Program and the hiring of handicapped workers is presented in this resource guide. The guide is designed in the style of a listing of helpful hints and in question-and-answer form. Topics discussed include finding qualified handicapped workers, enlisting the aid of present employees, interviewing methods, accessibility of buildings to the handicapped, ways to utilize handicapped workers, worksite modifications, and transferring or firing a handicapped worker. The question-and-answer section is based on issues raised by corporate Equal Employment Opportunity officials. The appendexes include tax considerations in employment of the handicapped, tax credit for employers of handicapped workers, and addresses of vocational rehabilitation agencies. (CT).

ED 167 771 CE 020 116

Miller, Jill

The Navajo Vocational Education Network Strategy: Region I. Final Report.

RJ Associates, Inc. Arlington, Va

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007702134

Note—112p. ; Some pages of this document, especially in the appendix sections, will not reproduce well due to broken print ; Research also funded by the Navajo Div. of Education

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Access to Education, *Navajo, *Networks, *Program Development, *Regional Planning, *Vocational Education, Agency Cooperation, Career Choice, Coordination, Delivery Systems, Educational Needs, Educational Resources, Employment Qualifications, Equal Opportunities Jobs, Fund Raising, Job Placement, Labor Needs, Minority Groups, Needs Assessment, Problems, Program Descriptions, Secondary Education, Skill Development, Surveys, Training, Work Experience Programs

Identifiers—Navajo Division of Education

This report reviews network project strategies to provide Navajo high school students with the choice of any regionally offered vocational education course. The first of six sections documents Navajo vocational education needs and cites problems in meeting these needs; for example, inadequate funding and poor interagency coordination. Section 2 focuses on the network purpose and project plan. The plan is described as the basis for the Navajo Division of Education (NDOE) to evaluate existing vocational education programs, coordinate resources, identify program needs, coordinate the Navajo Regional Vocational Institute development, and determine transportation requirements. The third section discusses project methodology, including formation of a region-one school representatives committee and a survey of region-one high schools to obtain vocational program availability data. Section 4 proposes improvements for facilities, equipment, teacher training needs, and other areas. In section 4 barriers to network implementation are pinpointed: absence of a Vocational Education Navajo Branch and coordination system, and the Indian vocational education contracts program. The final section makes recommendations for the Bureau of Occupational and Adult Education and NDOE. Also provided are project development recommendations for the advisory committee, data collection/analysis, and other program elements. Appendixes contain the survey instrument and responses and other project related materials. (CSS).

ED 167 772 CE 020 134

McKinney, Floyd L. And Others

Interpreting Outcome Measures in Vocational Education: Executive Summary.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0700

Note—24p. ; For a related document see CE 020 135

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Accountability, *Data Analysis, *Program Effectiveness, *Vocational Education, Evaluation Criteria, Job Placement, Program Descriptions, Program Evaluation

Identifiers—United States

The project summarized here focuses on the interpretability of vocational education outcome data. The booklet first covers the project problem and background, project objectives, general plan of operation, and the analysis of extant data bases in vocational education. It then discusses a case study of differences in job placement rates reported by states, including the case study questions, sample design, conclusions, differences in high and low placement states, suggested research hypotheses, and suggested guidelines for using placement data as reported by states. Finally, the booklet presents the titles of three papers commissioned for the project, the topics considered at a project-sponsored national conference on vocational education outcome measures, a description of a handbook on vocational education measures, and nine project conclusions. (EM).

ED 167 773 CE 020 135

McKinney, Floyd L. And Others

Interpreting Outcome Measures in Vocational Education: A Final Report.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0700

Note—329p. ; For a related document see CE 020 134

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC14 Plus Postage

Descriptors—*Accountability, *Data Analysis, *Program Effectiveness, *Vocational Education, Conference Reports, Definitions, Educational Problems, Evaluation Criteria, Information Needs, Job Placement, Measurement, Political Issues, Program Descriptions, Program Evaluation, Public Policy, Social Influences, Social Values, Task Performance

Identifiers—United States

A project regarding the interpretability of data on vocational education outcome data was done (1) to determine how different definitions of the vocational student and relatedness of training to employment might affect the interpretability of vocational education impact data; (2) to synthesize the current literature and approaches measuring job satisfaction and job performance; (3) to prepare a handbook on vocational education measures; (4) to prepare position papers on the sociopolitical issues underlying the interpretability issue; and (5) to hold a national conference to share the results of the aforementioned activities. The project conclusions include the following: vocational education program outcomes need to be closely linked to the values of individuals and groups concerned with vocational education; the originators of data concerning the outcomes of vocational education—the local education agencies—must be the users of the data in order for ultimate improvements in vocational education to result; in general, placement data are not collected systematically with an emphasis on precision and accuracy; and quality of instruction, relevance of program, impact of program, and individual transition and growth represent four categories of possible criteria for which vocational education might be held accountable. (This report includes a case study of differences in job placement rates reported by states, and the presentations and reactions at the national conference, including three commissioned project papers.) (EM).

ED 167 775 CE 020 147

Profiles of Career Education Projects. Fourth Year's Program, Fiscal Year 1978 Funding.

Thomas Buffington and Associates, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—300-78-0237

Note—278p. ; For related documents see ED 120 411, ED 132 284, ED 138 786, and ED 158 005

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01987-6)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Career Education, *Projects, *State Programs, Adult Education, Communications, Community Colleges, Disabilities, Disadvantaged Youth, Educational Finance, Educational Methods, Elementary Secondary Education, Federal Legislation, Gifted, Higher Education, Minority Groups, Program Descriptions, Program Evaluation, Program Improvement, Publicize, Sex Stereotypes, Staff Development, State Federal Aid, Teacher Education

Identifiers—Education Amendments 1974

This report provides short summaries of career education projects funded under the provisions of Section 406 of Public Law 93-380 during fiscal year 1978. Each project summary follows a similar format, which includes identifying information (title, grantee, project director), major objectives, project activities, evaluation, communications, and demographic information. The eighty-seven projects summarized are grouped into five categories: (1) incremental quality improvements in K-12 career education programs (twelve projects); (2) effective career education methods and techniques in senior high schools, community colleges, adult and community education agencies, and higher education (ten projects); (3) effective career education methods and techniques for special segments of the population (handicapped, gifted and talented, minority, and low income youth) and for the reduction of sex stereotyping in career choices (thirty projects); (4) effective methods and techniques for training and retraining persons conducting career education programs (twenty projects); and (5) communication of career education philosophy, methods, program activities, and evaluation results (fifteen projects). Profiles for fiscal year 1977 are detailed in ED 158 005, and for 1976 in CE 020 140. (CT).

ED 167 776 **CE 020 149**

Career Education in a Large Urban Setting, 1976-1978. Final Project Report.

Detroit Public Schools, Mich

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—300-76-0411

Note—885p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 020 151, ED 132 284, and ED 138 786

Pub Type—Reports—Descriptive (141)

EDRS Price—MF06 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Demonstration Programs, *Urban Schools, Community Involvement, Educational Programs, Needs Assessment, Program Descriptions, Program Development, Secondary Education, Urban Areas

Identifiers—Detroit Public Schools MI, Education Amendments 1974

A two-year project was conducted to develop, implement, and evaluate a model demonstration career education program in a large urban setting (Detroit Public Schools). Major activities involved in the first year (phase I) included the following: (1) selecting fourteen target schools to be served; (2) determining the needs and specific career education training requirements for all students, teachers, administrators, counselors, and community members who would be involved in the infusion of career education in the schools; (3) developing a training program for those participants who must implement the school program in the second project year (phase II) (activities included workshops for teachers, administrators, counselors, and community members; a series of community/business training sessions; and a series of sessions for parents and students to be served in the target schools); (4) creating and selecting materials for immediate implementation in the schools during phase II; (5) creating active support on the part of the community, business, industry, labor, and other agencies; and (6) establishing a school-wide information system. The thrust of the second project year (phase II) was to implement all aspects of the program developed in phase I. (This final report is divided into two sections. Section I provides an overview and summary of the entire project, and section II contains eleven subsections, each detailing a project task outlined in section I.) (JH).

ED 167 777 **CE 020 151**

Klaas, Alan C.

Career Education in the Large Urban Setting—Detroit Public Schools, Detroit, Michigan. Evaluator's Report, 1976-1978.

Detroit Public Schools, Mich

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—300-76-0411

Note—148p. ; For related documents see CE 020 149, ED 132 284, and ED 138 786

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Education, *Demonstration Programs, *Research Methodology, *Statistical Analysis, *Urban Schools, Formative Evaluation, Program Evaluation, Secondary Education, Summative Evaluation, Urban Areas

Identifiers—Detroit Public Schools MI, Education Amendments 1974

This evaluator's report of a career education project for the Detroit Public Schools is divided into two sections. Section 1, process evaluation, provides a summary of the activities reported by the project personnel for the eight deliverables collected and analyzed by the evaluator staff: (1) curriculum infusion, (2) career counseling/placement/follow-up, (3) community involvement (business), (4) deprivation needs, (5) parent training and involvement, (6) staff training, (7) involvement of principles, and (8) reduction of race and sex stereotyping. The second section, product evaluation, describes the evaluation instruments used, the subjects of the data collection, and the testing plan. The major portion of the section includes the results of the data collection for fourteen student objectives and one educator objective. The objectives are as follow: recognizing similarities and differences; establishing goals; understanding individual and group behavior; interpersonal relationships; sources of education and training; occupational information; decision making factors; self assessment; career options; life roles; participating in career planning; gaining education or training (basic skills); resources to implement career goals; goal attainment influencing factors; goal change factors; and educator knowledge of career education. Completing the report are student comments related to the career education program, and general project conclusions. (JH).

ED 167 778 **CE 020 178**

Industrial Arts Metalworking for Intermediate and Junior High Schools. Curriculum Bulletin. 1978-79 Series. No. 8.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support

Pub Date—78

Available from—Auditor, Board of Education, Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 ($6.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Exploration, *Industrial Arts, *Job Training, *Mass Production, *Metal Industry, *Metal Working, Art Products, Career Guidance, Course Content, Course Organization, Curriculum Guides, Educational Media, Lesson Plans, Occupational Information, Secondary Education, Sheet Metal Work, Vocational Education

This curriculum bulletin is designed to present seventh and eighth graders with an overview of the metalworking industry from the acquisition of raw materials to the fabrication of the completed product. The manual is organized into five major instructional units: sheet metal, wrought metal, jewelry and art metal, bench and machine metal, and cast metal. Each unit is taught from the standpoint of its distinct tools, machines, operations, and processes with a consideration of the relationships that exist between each of the areas. The course provides a dual approach by considering unit and mass production methods of making a product. Each unit contains the following curriculum components: unit production, demonstration and related lesson plans, instruction sheet, related information sheet, mass production methods, occupational information, test questions, alternate product ideas, and selected related materials. In addition to the unit sections, there are comprehensive sections on the course organization, shop management, unit and mass production, course content, guidance, and teaching aids and materials. The manual is illustrated with photographs, charts, and drawings. (CSS).

ED 167 780 CE 020 180

Webb, Earl S. And Others

Follow-up of Agricultural Education Graduates from Texas A&M University for the Years 1965-1971. Departmental Information Report No. 78-6.

Texas A and M Univ. College Station. Dept. of Agricultural Economics and Rural Sociology

Spons Agency—Texas A and M Univ. College Station. Dept. of Agricultural Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Education, *College Graduates, *Program Effectiveness, * *Program Evaluation, Curriculum Development, Curriculum Evaluation, Failure, Followup Studies, Questionnaires, Success

Identifiers—Texas A and M University

A follow-up study of agricultural education graduates from Texas A & M University was conducted to determine the effectiveness of the curriculum in agricultural education at the University in the preparation of graduates for careers in agriculture and to determine the factors which might influence the choice of and success in either teaching or alternate careers. Data were obtained from 186 of the 280 questionnaires mailed to graduates for the years 1965 through 1971. Results of the study include the following: the factor that influenced graduates most to major in agricultural education was the desire to secure a broad knowledge of scientific agriculture; more course hours in horticulture were recommended; and the factor that had the greatest degree of influence on graduates to enter the teaching profession was the opportunity to work with youth (the greatest dislikes were the salary level and lack of advancement opportunities). It was concluded that former students were satisfied with their curricular experiences at Texas A & M University. Finally, based on the findings, the following recommendations were made: more courses in horticulture should be added to the curriculum in agricultural education; efforts should be increased to encourage students to take advantage of career counseling on the campus; and students who do not plan to teach should be directed into courses in journalism and business. (JH).

ED 167 781 CE 020 190

Mannebach, Alfred J. Comp

Summaries of Research and Development Activities in Agricultural Education, 1977-1978. United States of America.

Connecticut Univ. Storrs. Dept. of Higher, Technical, and Adult Education

Spons Agency—American Vocational Education Research Association, Washington, D. C.

Pub Date—78

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Agricultural Education, *Educational Development, *Educational Research, *Vocational Education, Academic Achievement, Agricultural Engineering, Agricultural Research Projects, Animal Husbandry, Annotated Bibliographies, Attitudes, College Students, Curriculum, Curriculum Development, Developing Nations, Educational Needs, Evaluation, Extension Agents, Extension Education, Horticulture, Instructional Materials, Job Skills, Program Descriptions, Program Development, Program Evaluation, Research Projects, Student Organizations, Teacher Education, Teaching Methods, Vocational Education Teachers, Youth Programs

This compilation includes abstracts of 140 research and development studies in agricultural education completed during the period July 1, 1977 to June 30, 1978. Thirty-three of the completed studies represent staff research, fifty-six represent master's theses, and fifty-one represent doctoral dissertations. Studies are arranged alphabetically by state and alphabetically by author within states. Entries contain the purpose, method, and findings of the research and development activities. A comprehensive subject index, utilizing ERIC descriptors, is included; among the topics included are Adult Education, Agribusiness, Curriculum, Economics, Employment, Forestry, Leadership, Program Development, Work Attitudes, etc. Studies reported as being in progress during 1978-79 are also compiled. They are arranged alphabetically by state and by author within states. In progress were fifty-two staff studies, forty-seven master's theses, and twenty-seven doctoral dissertations. A listing (by ED numbers) of where to find previous summaries of studies in agricultural education is also included. (CSS).

ED 167 782 CE 020 209

Richards, Diane S. Brooks, JoAnn

Secondary Students' Views on Occupational Sex Stereotyping and Sex Equity Resources for Vocational Educators and Counselors. A Project Report and Bibliography. Information Series No. 8.

Indiana Univ. Bloomington. Vocational Education Information Services. New Educational Directions, Crawfordsville, Ind

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Choice, *Change Strategies, *Educational Opportunities, *Justice, *Sex Stereotypes, *Student Attitudes, Annotated Bibliographies, Educational Needs, Equal Education, Equal Opportunities Jobs, Females, Inservice Teacher Education, Instructional Materials, Interviews, Males, Occupational Aspiration, Secondary Education, Sex Discrimination, Sex Fairness, Sex Role, Vocational Education, Womens Education

This report identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and objectives. Chapter 2, on procedures, describes the sample, interview techniques, and qualitative analysis. Chapter 3 reports the students' occupational choice, influences on occupational choice, rejection of nontraditional occupations, sex stereotyping influences, and strategies for counteracting sex stereotyping. Some findings are that 80% planned to enter occupations traditional to their sex, that five factors were primary career plan influences, and that students had suggestions for counteracting these influences and achieving occupational sex equity. Chapter 4 reports the study's conclusions that awareness is not reflected in most occupational choices; among students choosing nontraditional occupations there are more females than males; most choices require at least a four-year college degree; and class experience is the most influential factor in nontraditional occupational choice. The annotated bibliography for educators/counselors provides resources on sex bias in education/work; strategies to achieve sex equity; sex fair materials; inservice training to promote sex equity; assistance for returning women students; and resources for sex fair education. (Author/CSS).

ED 167 787 CE 020 238

Energy Conservation Technology Education Program. Final Report.

League of Women Voters of the U.S. Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Conservation and Solar Applications (DOE), Washington, D.C. Div. of Buildings and Community Systems

Report No.—HCP/M2165

Pub Date—79

Contract—EC-77-C-01-2165

Note—103p.; Parts of appendix may be marginally legible

Available from—National Technical Information Service (NTIS), U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161 ($6.50, hard copy; $3.00, microfiche); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00239-1)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Community Education, *Energy Conservation, *Outreach Programs, Community Programs, Conservation Education, Program Descriptions, Program Effectiveness, Public Opinion

Outreach programs were conducted in four communities over a period of nine months. Focus was on disseminating information to the public on how to use energy more efficiently in the home. The basic format for disseminating information involved the following activities: public meetings to provide general information on home energy consumption and available energy-conserving techniques, how-to clinics to demonstrate energy-efficient techniques, and clearinghouse services to offer follow-up to the meetings and clinics. An assessment of the programs indicated that the pilot projects were successful in developing and increasing citizen awareness of the importance of home energy conservation. Based on personal contact with community residents and participant surveys, several generalizations were made regarding public attitudes, including the following: (1) a majority of participants felt that an energy shortage exists in this country, (2) most people were convinced that there is a need for energy conservation, and (3) people felt that they could make an impact on reducing energy consumption as individuals but seemed willing only to undertake easy-to-do conservation methods. (This report includes summaries of the four pilot projects. Participant survey results and survey questionnaire forms are appended.) (EM).

ED 167 788 CE 020 239

Reubens, Beatrice G.

Policies for Apprenticeship.

Organisation for Economic Cooperation and Development, Paris (France)

Pub Date—79

Available from—Organisation for Economic Co-operation and Development Publications Office and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W. Washington, D.C. 20006

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Apprenticeships, *Educational Policy, *Instructional Programs, *International Organizations, *Program Evaluation, Admission School, Certification, Financial Support, Job Skills, Job Training, Legal Responsibility, Program Administration, Program Costs, Program Descriptions

Identifiers—Asia, Australia, Europe, New Zealand, North America, Organisation for Economic Cooperation Development, South America

This report, prepared by the Education Committee of the Organisation for Economic Co-operation and Development (OECD), analyzes current trends and issues in apprenticeship and in policies for apprenticeship in member countries. Apprenticeship is analyzed in countries where it is the most important activity of young people after leaving compulsory schooling (Austria, Germany, Switzerland) and in countries where apprenticeship is a secondary method of providing occupational skills to young people. Part 1, an introduction, describes OECD and its work. In part 2, examples illustrate the various approaches of OECD countries to apprenticeship in regard to (1) the legal framework and administrative structure; (2) the number and type of apprenticeable occupations; (3) admission to apprenticeship; (4) examination and certification; and (5) financing of training. In part 3, the most important recent developments and current issues and problems in apprenticeship are set forth. Part 4, issues and policy implications, deals especially with criticisms of apprenticeship programs and also with how such programs compare with regular vocational programs. Statistical information on trends and features of apprenticeship are contained in the Appendix. A list of English and foreign language references is also provided. (CT).

ED 167 789 CE 020 240

Guidelines for Developing Sex Bias Free Vocational Education Programs in Small Secondary Schools in Alaska.

Alaska State Dept. of Education, Juneau

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055), Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Equal Education, *Sex Fairness, *Vocational Education, Community Resources, Educational Assessment, Federal Legislation, Federal Regulation, Females, Grievance Procedures, Guidelines, Instructional Materials, Personnel Needs, Program Administration, Program Development, Program Guides, Rural Schools, Secondary Education, Sex Discrimination, Student Recruitment, Teacher Qualifications, Teacher Selection

Identifiers—Alaska, Education Amendments 1972, Education Amendments 1976

These guidelines, developed by a nine-member task force, were designed to help district administrators, curriculum planners, building principals/head teachers, vocational education directors, and teachers in small rural secondary schools in Alaska to plan, implement, and administer vocational education programs that are free of sex bias. The content is presented in five sections. The first, an introduction, covers women workers in the national work force and in Alaska, vocational education for women in Alaska, sex discrimination legislation, and definitions of terms. Then follows a brief section on philosophy, which presents a philosophical statement of the task force and planning guidelines. The third section, on the law and the task, first covers guidelines for developing a small, rural secondary vocational education program (learning activities, processes, and content) and vocational education personnel (roles, responsibilities, and competencies appropriate to the community); it then presents a personnel needs assessment model, facilities guidelines, and funding criteria. Finally, guidelines for evaluating vocational education instructional materials are presented (includes an evaluation checklist). A summary section and one on grievance procedures conclude this booklet. (EM).

ED 167 791 CE 020 245

Trade Education Syllabus in Graphics Industries Occupations.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Behavioral Objectives, *Graphic Arts, *Teaching Methods, *Trade and Industrial Education, Course Content, Layout Publications, Learning Activities, Printing, Reprography, Secondary Education, State Curriculum Guides

This syllabus provides occupational education teachers in secondary schools with a guide for developing a course in trade graphics which meets the minimal requirements that an acceptable two-year program in New York State must provide. The content is presented in six sections, and each one includes terminal objectives and suggestions for correlated content, behavioral objectives, and teaching. The first, an introduction to graphics occupations, covers class organization, industrial organization, history of printing, printing materials, and printing methods. The next three sections cover the following graphics occupations respectively: (1) pre-press (includes letterpress, offset, darkroom operations, and camera operation), (2) presswork (includes letterpress and offset), and (3) bindery (includes paper cutter, folder, collator, paper drill, stitcher, plastic punch, plastic binder, perfect binder, padding press, and materials handling). The fifth section, on ancillary procedures, covers maintenance and business procedures. The last section focuses on preparation for employment, including applying for a job, evaluating job offers, and inservice education. Lists of resources, as well as suggested equipment, tools, and supplies, conclude this syllabus. (EM).

ED 167 795 CE 020 251

Health Occupations Education: Dental Laboratory Technology. Program Development Guide.

New York State Education Dept. Albany. Bureau of Occupational Education Curriculum Development

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Dental Technicians, *Program Development, Admission Criteria, Advisory Committees, Behavioral Objectives, Educational Resources, Personnel Needs, Postsecondary Education, Program Descriptions, Program Guides, Secondary Education, State Curriculum Guides, Student Placement, Technical Education

Identifiers—New York

This program guide was designed to assist occupational education administrators and health occupations education personnel in planning, developing, and implementing programs to prepare youth and adults for work as dental laboratory technicians. The content is presented in five sections. The first, an introduction, discusses what dental laboratory technology is, its past history and present state, and a career in dental technology. The next section, on planning the dental laboratory program, covers establishing program need, the advisory committee, staffing the program, student qualifications and selection, and survey procedures. The third section focuses on the curriculum and includes general and specific behavioral course objectives, a topical two-year course outline, clinical experience, and instructional resources. Section 4 presents some general facilities guidelines with illustrations, a list of suggested instruments and portable equipment, and a list of suggested initial supplies. The last section discusses follow-up activities, such as student placement (includes a sample employability profile form) postsecondary opportunities, and certification of the dental technician. (EM).

ED 167 796 CE 020 253

Harris, Lynn J.

Vocational Education R&D Products: Impact, Reliability, and Validity.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Program Development, *Questionnaires, *Research, *Research Methodology, *Test Construction, *Vocational Education, Administrator Attitudes, Item Analysis, Reliability, Research Reports, Secondary Education, Student Attitudes, Tables Data, Teacher Attitudes, Validity, Vocational Directors, Vocational Education Teachers

A pilot study was initiated to achieve reliability and especially validity indexes for measuring research and development impact. Two opposing questionnaires were administered to each of three target groups: 164 high school vocational education students, 120 secondary school vocational education teachers, and 56 vocational education administrators. Half of each group received the original questionnaire measuring product impact; half received the alternative questionnaire measuring product nonimpact. Three impact questionnaires, developed primarily by vocational education administrators, were constructed through item analysis. Nonimpact questionnaires stated the impact questions negatively. The student questionnaire contained 16 items, the teacher questionnaire 36 items, and the administrator questionnaire 20 items. The following are original and alternative questionnaire discriminant validity correlations and reliability correlations for the three groups: students: -.049 validity, .83 reliability; teachers: -.18 validity, .78 reliability; and administrators: -.45 validity, .86 reliability. Better impact assessment was found in the administrator domain than in the student and teacher domains. Each adjusted questionnaire contains ten acceptably valid items. An example of sensitive/valid items from each domain is (1) students—gaining new knowledge from the product, (2) teachers—the completeness of details covered in the product, and (3) administrators—the absence of many better alternative products in the subject area. (CSS).

ED 167 797 CE 020 255

Halasz-Salster, Ida

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Pub Date—79

Contract—G007702142

Note—112p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Development, *Career Guidance, *Guidance Programs, *Models, *Program Development, Career Education, Job Placement, Objectives, Occupational Information, Program Descriptions, Program Guides, Resources, Systems Approach

This catalog contains information about planning, career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, "Planning Considerations" and "Selection Guide," explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along a number of dimensions. Resources and references are also contained in this document. (CT).

ED 167 801 CE 020 269

Handbook for Members. Vocational Education Advisory Committee.

Indiana Advisory Council on Vocational Education, Indianapolis

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Activities, *Advisory Committees, *Organization, *Program Development, *Responsibility, *Vocational Education, Administrative Principles, Coordination, Definitions, Educational Cooperation, Group Structure, Handbooks, Helping Relationship, Meetings, State Standards

Identifiers—Indiana

A handbook containing information and suggestions is presented to assist persons in fulfilling their vocational education advisory committee role. The introduction welcomes members and stresses the opportunity, responsibility, challenge, awareness, and service inherent in acceptance of the committee role. Various questions about the position are asked and answered in the handbook. The questions focus on the following topics: (1) the advisory committee definition, (2) various types of vocational education advisory committees (for example, general, program, or special), (3) the helping role, (4) the state of Indiana mandates or responsibilities, (5) typical committee organization and function, (6) a suggested year program outline, (7) responsibilities of the vocational education representative to the committee, and (8) ways the state advisory council on vocational education can provide assistance. In addition, the handbook includes a self-check sheet for advisory committee members. The appendixes contain relevant definitions and a five-part (purposes and name, membership, meetings, offices and duties, and amendments) suggested advisory committee constitution. (CSS).

ED 167 803 CE 020 272

Nichols, Charles, Sr. Persons, Edgar

Job Creation: Implications for Vocational Education Research and Development. Occasional Paper No. 48.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.20)

Pub Type—Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Business Administration, *Educational Development, *Educational Responsibility, *Job Development, *Urban Problems, *Vocational Education, Community Problems, Employment Problems, Essays, Nontraditional Education, Opinions, Part Time Employment, Speeches, Urban Renewal

Job creation properly researched and developed can help vitalize vocational education for educators, their students, and the community. The migration of employers from the inner cities to outlying areas over the past few years has created a wasteland within our cities. To help rectify this situation, vocational education needs to start preparing people to become employers, not only employees. After researchers identify community needs and resources, development teams can work with vocational education agencies to develop entrepreneurship programs for the area. As we move into a technological society, the impact of preparing people to work for themselves is one of the richest resources of futurism. Another pressing national problem is that resources and people are not in appropriate proximity, such as the mismatch between the supply of job seekers and the existence of jobs. To date, vocational education has concentrated on creating job seekers but not recognized job creation as its legitimate concern. Vocational educators have the responsibility to examine and pursue some alternatives for interfacing with the problem of job creation. These alternatives include new urban renewal, decentralized urban renewal, and part-time job creation. (The authors' answers to questions from the audience of research and development staff are attached.) (EM).

ED 167 818 CE 020 333

Irvin, Donald E. Galey, Stephen B.

Placement Assistance Services: Procedures Manual. S.P.A.C.E. Student Placement and Counseling Effort.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Planning, *College Choice, *Guidance Programs, *Job Placement. *Program Development, *Student Placement, Evaluation Methods, Guides, Models, Organization, Orientation, Questionnaires, Records Forms, Secondary Education, Staff Utilization

Identifiers—Student Placement and Counseling Effort

This manual represents an attempt to develop a model and procedures for implementing career planning and placement assistance services in Minnesota high schools. The procedures described were developed for and tested in four participating high schools of different sizes, administrative structures, and geographic locations. Divided into seven chapters, this manual is designed to provide assistance in developing placement services for individuals entering any post high school activity, including both educational and employment activities. Chapter 1 explains implementation of the procedures and describes the career planning and placement model. Chapter 2 describes the organizational structure, covering the operational stages, groups of individuals, and operational matrix. Chapters 3 through 6 describe the orientation, preparation, implementation, and evaluation procedures for faculty, students, and external groups. Finally, chapter 7 explains three staffing alternatives: (1) complete placement staff; (2) partial placement staff; and (3) reassignment of existing personnel. The majority of this document contains appended materials, such as related records, forms, and questionnaires. (A related document contains an instructional guide for teaching job-seeking skills.) (BM).

ED 167 819 CE 020 334

Krusemark, Fred D. Jr. Leske, Gary W.

Finding Your Best Job: An Instructional Guide for Job Seeking Skills. S.P.A.C.E. Student Placement and Counseling Effort.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis. Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Planning, *Job Application, *Job Search Methods, *Learning Activities, *Lesson Plans, *Test Items, Employment Opportunities, Employment Qualifications, Secondary Education, Teaching Guides

Identifiers—Project SPACE, Student Placement and Counseling Effort

This instructional guide presents a comprehensive job-seeking model which uses an open-ended approach to teaching job-seeking skills. Instructors are encouraged to adapt the suggested lessons, worksheets, and other teaching/learning activities to fit their unique situations. The guide is primarily intended for those students who will be seeking immediate, full time employment following high school; however, the instruction may also be beneficial to students going directly to postsecondary education or training. The guide is divided into three primary sections. The first section contains the content for job-seeking skills instruction and consists of five reading modules which deal with the following job-seeking stages: (1) deciding on the job to seek; (2) preparing and using a personal data sheet; (3) searching for job opportunities; (4) applying for jobs; and (5) deciding on a job offer. (Written at the twelfth-grade reading level, these modules are interrelated in that each module builds upon preceding modules.) The second section contains twenty-one lesson guides, which parallel the reading modules and serve as the instructional outline. These lesson guides provide the following: lesson objective, content source, teaching time estimate, teaching ideas, critical learning activities, and a list of other materials needed. The third section consists of 110 sample test items. These items are intended to assist in the planning and/or evaluation of job-seeking skills instruction. (A related guide on placement assistance services is available as CE 020 333.) (BM).

ED 167 832 CE 020 373

Preparation for Self-Employment: A New Dimension in Vocational Education. A Report of the National Advisory Council on Vocational Education. Issue No. 1, January 1979.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Employment Opportunities, *Job Development, *Policy Formation, *Vocational Education, Business Responsibility, Government Role, Job Training, Labor Force Development, Opinions, Organizational Climate, Program Development, Public Policy, Unemployment, Work Attitudes, Youth Employment

Identifiers—Entrepreneurship, Self Employment, Small Businesses

In the past the task of vocational educators has been to prepare people, especially youth, for known employment opportunities, but today we must be concerned about the adequacy of employment opportunities. The vocational system has paid too little attention to self-employed persons who discover and create their own jobs. These entrepreneurs are essential to economic vitality. There is a parallel need to create more entrepreneurial work opportunities inside existing organizations. The time has come to focus national attention on education for self-employment. We should (1) re-examine public policy to see how government may be discouraging small business formation, (2) enlarge our manpower policy conceptions to include self-employment incentives, (3) encourage business to redefine employment in entrepreneurial terms, and (4) learn how to modify educational programs to prepare people for entrepreneurially defined work. (CSS).

ED 167 837 CE 020 392

A Woman's Guide to Apprenticeship.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050). Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Apprenticeships, *Employed Women, *Females, *Job Application, *Sex Discrimination, *Skilled Workers, Age, Federal Legislation, Federal Regulation, Guides, Job Skills, Job Training, Occupational Information, Program Descriptions, State Agencies

This guide informs women about the apprenticeship system and how it operates, provides some background on the problems that women sometimes encounter in seeking apprenticeships, and outlines the apprenticeship application process. Statistics are given concerning the growth in the number of women participating in the apprenticeship system. In the section, Women as Skilled Craft Workers, the current status of these workers as well as their ability, interest, and availability are discussed. The system itself is analyzed in terms of the role of federal and state apprenticeship agencies and committees, training, standards, and types of apprenticeable occupations. Barriers to women in apprenticeship, such as sex discrimination, inadequate preparation, and age, are examined in the third section. A section on how to become an apprentice includes choosing a trade, sources of occupational and program information, and the application process (containing data on tests, interviews, and probation). Another section summarizes federal laws and regulations affecting apprenticeship. Addresses for the Women's Bureau Regional Offices and for the Bureau of Apprenticeship and Training Regional Offices are appended. (CT).

ED 167 841 CE 020 401

Mallory, Alva E. Jr. Holder, Todd

A Comprehensive Career Development Employability, Vocational, and Coping Skills Training Program for YETP/SPEDY Youth in the Genesee Intermediate School District. Executive Summary. (Final Report).

Carkhuff Associates, Inc. Amherst, Mass. Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services

Spons Agency—GLSF CETA Consortium, Flint, Mich

Pub Date—78

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Development, *Career Planning, *Job Training, *Self Concept, * *Work Experience Programs, *Youth Employment, Career Exploration, Computer Assisted Instruction, Coping, Decision Making Skills, Educational Research, Federal Programs, High School Students, Individualized Programs, Job Application, Job Skills, Learning Modules, Management Systems, Program Descriptions, Remedial Reading, Tables Data

Identifiers—Summer Program Economically Disadvantaged Youth, Youth Employment Training Program

A CETA youth project was designed to provide training in vocational awareness, self-awareness, coping skills, job skills, employability skills, career planning, and remedial reading. Over 500 youth between 14-21 were involved and many received computer interactional career training in coordination with an individualized career class. Significant gains were reported in career exploration, decision making, and career planning. Self-report data of the youth confirmed that they were definitely helped in deciding what they wanted to do in their futures. A 75% increase in the level of coping skills for school and work settings was found as a result of a systematic delivery of twelve one-hour modules. A similar gain was found in the ability of youth to identify job openings, develop resumes, and take interviews. Two hundred of the 500 received 90 hours of vocational training in one of eight different programs. Instructors' ratings of their learnings indicated a marked improvement. An increase in reading levels resulted from the application of remedial training conducted on an individual basis and at a work setting as opposed to an academic setting. Work experiences provided youth with income to help keep them in school and job experiences, which will help prepare them for future employment. (The complex management system of the project is described, along with recommendations for improvements. Data tables are appended.) (Author/CT).

ED 169 212 CE 017 939

Job Training Programs Need More Effective Management. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S. Washington, D.C.

Report No.—HRD-78-96

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrative Problems, *Employment Programs, *Job Training, *Program Administration, *Program Effectiveness, *Program Improvement. Administration, Career Guidance, Dropout Rate, Employment Opportunities, Evaluation Needs, Failure, Federal Programs, Information Needs, Job Placement, Job Skills, Management Information Systems, Needs Assessment, Program Costs, Program Evaluation, Success, Vocational Education

Identifiers—Comprehensive Employment and Training Act

An evaluation was made of the classroom and on-the-job training programs administered locally under Title I of the Comprehensive Employment and Training Act (CETA) in six states (California, Massachusetts, Illinois, Minnesota, Nevada, and Wisconsin). Based on samples of over 3,000 trainees during fiscal year 1976, it was found that job placement and retention (approximately one-third kept their jobs after six months) were low, while the cost per placement was high, ranging from $1,500 to $15,100. While factors such as the participants' capabilities and motivation affected the success of the training programs, it appeared that the programs needed substantial improvement. The following shortcomings were found to exist: (1) program sponsors did not adequately assess applicants before career planning; (2) counseling services were not provided; (3) dropouts occurred because of lack of motivation or transportation; (4) training was offered for occupations that had low demand in the job market; (5) trainees did not attain skill levels required for employment; and (6) participants were placed in jobs that were not related to their training, were seasonal, had a high turnover, or paid little more than minimum wage. It was also recommended that program management be improved, that performance standards be developed, that more comprehensive and accurate management information systems be devised, and that more adequate monitoring and evaluation be conducted. (ELG).

ED 169 214 CE 018 258

Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities. Second Interim Report.

Watertown Independent School District 1, S. Dak

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G08-76-00114

Note—195p. ; NOt available in hard copy due to poor print quality; for a related document see ED 146 358

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Career Education, *Dropout Programs, *School Community Relationship, *Work Experience Programs, Basic Skills, Career Counseling, Career Guidance, Career Planning, Experiential Learning, Information Dissemination, Occupational Clusters, Postsecondary Education, Program Descriptions, Program Development, Program Evaluation, School Business Relationship, Success, Young Adults

Identifiers—Pathfinder

A three-year project, Pathfinder has concluded its second year of providing community-based, on-site career experiences to young people who have left high school either as graduates or dropouts and who wish to explore careers within a framework of occupational clusters. During the year from September, 1977, to August, 1978, 172 students received guidance, counseling, instruction in basic skills, or work experience. To evaluate the program's achievements for this time period, the following procedures were used: a followup survey of some previous year's clients; a pre- and post-assessment of development in basic skills, career knowledge, and decision-making; community site personnel questionnaires; interviews with second-year clients; and site visitations. Based on the evaluation data collected, it was concluded that (1) the project is functioning very satisfactorily; (2) the number of clients being served has increased significantly in the second year; (3) those who have completed the program indicate satisfaction with it; (4) participants' mathematical achievement levels were raised; (5) career counseling and assessment are considered particularly valuable; (6) the project staff has an excellent relationship with community site personnel; (7) dissemination efforts were increased; and (8) recordkeeping improved. Areas for future improvement include greater emphasis on basic English skills, a more efficient feedback system from former students, and the initiation of small group learning situations. (ELG).

ED 169 215 CE 018 572

Future Directions for a Learning Society.
College Entrance Examination Board, New York, N.Y.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—78
Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 (free)
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Educational Needs, *Lifelong Learning, *Program Development, Access to Education, Adult Learning, Educational Opportunities, Futures of Society, Information Dissemination, Policy Formation, Program Descriptions
Identifiers—Future Directions for a Learning Society

The College Board's Future Directions for a Learning Society (FDLS) program has increasingly focused on improving access and transition for adult learners. The "learning society" is a name for what is happening and for an ideal. The challenge is to build bridges from what is to what could be. Although over seventeen million adult Americans participate in organized education or learning activities, the needs for education and educational services remain great. To meet some of these needs, the FDLS has initiated a program (1) to make projections of future societal trends and needs that have implications for adult learning, (2) to disseminate information on the needs of adult learners and of agencies, institutions, and others that serve them, (3) to promote improved public policy and public understanding about lifelong learning, and (4) to establish services to improve adult access and transitions to learning opportunities. (CSS).

ED 169 220 CE 018 983

Lutz, Larry L. And Others
The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites.
Washington Univ. Seattle. Educational Assessment Center
Pub Date—78
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Guidance, *Employment Programs, *Instructional Materials, *Program Effectiveness, *Use Studies, *Workshops, *Youth Employment, * Evaluation Methods, Failure, Information Services, Inservice Education, Occupational Information, Program Evaluation, School Counseling, Success
Identifiers—Comprehensive Employment and Training Act, Washington, Youth Employment Training Project

An evaluation was conducted to determine the usefulness and effectiveness of the Washington Occupation Information Service (WOIS) materials and training workshops. Eighty-five Youth Employment and Training Project (YETP) counselors and administrators from twenty-one Comprehensive Employment Training Act (CETA) sites throughout Washington participated in the workshops, which were held at eight locations. While at the workshops, the participants assessed their effectiveness through skills tests, direct observations, ratings, and subsequently, through telephone interviews. Overall, the training seminars were judged to be successful, although trainees at three locations did not achieve passing ratings on the post tests. The telephone interviews also included questions on the use and effectiveness of WOIS materials. Two of the twenty-one sites were not using the materials at all. Eighty-nine percent of those surveyed commented positively about WOIS. Then, YETP clients at all sites were asked to complete forms assessing the WOIS materials. Only six sites returned the questionnaires, and their results showed client satisfaction to be very high. It was found that the degree of successfulness of WOIS varied from site to site due to the following factors: (1) lack of planning time; (2) lack of interest in WOIS by site personnel; (3) complexity and reading level of materials beyond clients' scope; and (4) lack of coordination of WOIS with other training materials. (ELG).

ED 169 221 CE 019 172

A Knowledge Development Plan for Youth Initiatives, Fiscal 1979.
Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Employment Programs, *Federal Programs, *Program Development, *Youth Employment, *Youth Programs, Community Programs, Cooperative Programs, Coordination, Demonstration Programs, Economically Disadvantaged, Feasibility Studies, Federal Legislation, Information Needs, Information Sources, Program Descriptions, Program Evaluation, Program Improvement, Summer Programs, Youth
Identifiers—Youth Employment and Demonstration Projects Act

This report summarizes the past, present, and future activities of the Knowledge Development Plan for Youth Initiatives, which is being developed and implemented as part of the Youth Employment and Demonstration Projects Act (YEDPA). First, a framework for the plan is given, covering the aims of the fiscal 1978 and 1979 activities which stress research, evaluation, and demonstration projects. In the next section, which provides a progress report on the knowledge development efforts for fiscal 1978, the following programs are highlighted: (1) the Entitlement Program, (2) Community Improvement Discretionary Projects, (3) Youth Employment and Training Programs Discretionary Projects, (4) the Summer Program for Economically Disadvantaged Youth (SPEDY), and (5) the Job Corps. The section devoted to fiscal 1979 provides a plan for continuing the programs from 1978 and trying to fill gaps, establish better coordination of the programs, and focus on priority knowledge development areas. In recognition of the formidable array of projects being conducted in fiscal 1979, the next section assesses the feasibility and outlines the implementation strategy for each project. The final section explores the knowledge development payoff on sixteen issues—i. e. what will be learned and when. A time schedule is established for information that will be available at three different dates. (ELG).

ED 169 222 CE 019 220

Unified Technical Concepts—Phase I. (Modularizing Instructional Materials Using Applications of Technical Concepts). Final Report.

Technical Education Research Center, Waco, Tex
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—G007603926
Note—109p. ; Parts marginally legible due to small type
Available from—Technical Education Research Center—Southwest, 4201 Lake Shore Drive, Waco, Texas 76710 ($8.00; concept modules, $0.80; Application Modules, $0.40)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Electromechanical Technology, *Laboratory Technology, *Material Development, *Physics, *Science Curriculum, *Technical Education, *Unified Studies Curriculum, Conceptual Schemes, Educational Research, Energy, Instructional Materials, Job Skills, Learning Modules, Methods Research, Postsecondary Education, Relevance Education, Reports, Skill Development

To evolve a new methodology and system for teaching physics to students aspiring to become (or to become more competent as) technicians in a variety of technologies, this research and development effort was initiated. The project's thesis stemmed from a notion that the study of physics would be more accepted and assimilated by students if concepts were systematically unified and presented in practical examples directly related to the technology under study. Appropriate subject matter was unified under twelve concepts; instructional materials were prepared to introduce and apply the concepts. Applications were limited in scope to a single energy system (electrical, mechanical, fluidal, and thermal). Following this plan of concepts and applications, 130 pamphlets (modules) of instructional materials were prepared. Appropriate portions of these materials were used in three different technology programs in three different postsecondary technical schools. Initial indications suggest that the thesis and materials are valid. A follow-on project is to provide additional materials and further use-analyses in technical schools and in industrial training programs. (Appendixes include (1) example concept module: 3-0, "Work and Energy," (2) example application module:

6T2 "Heat Flow through Insulation," (3) module control forms, (4) modules used in experimental instructional programs, and (5) a pamphlet: "Unified Technical Concepts.") (Author/CSS).

ED 169 225 CE 019 415

Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976.

Georgia Univ. Athens. Coll. of Education
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—G007502393
Note—126p. ; Some pages in this document will not reproduce well due to faint, broken type; For related documents see ED 114 586 and ED 120 411
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Career Education, *Curriculum Development, *Preservice Teacher Education, *Teacher Educator Education, *Teaching Skills, Demonstration Programs, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Program Descriptions, Program Development, Program Evaluation, Teaching Methods
Identifiers—Education Amendments 1974, Georgia

The College of Education at the University of Georgia attempted during 1975-76 to infuse a career education emphasis into existing teacher preparation programs. First, an interdisciplinary team produced a transportable model package to use in staff development for teacher educators. Included in this multi-media package are (1) an instructor's study guide to the package, (2) needs assessment instruments; and (3) readings, audio-visuals, and charts to give an overview of the world of work, of the current status of career education in the U.S. of the University of Georgia model, of teaching strategies, of reviews of curriculum materials, and of evaluation in career education. Next, the team identified and described competencies for implementing career education in grades K-12. These competencies focus on the four following student learner outcomes: understanding self in relation to careers, making career-related decisions, relating education to careers, and learning about work and occupations. Seven undergraduate professional courses were then restructured to include career education concepts, and alternative strategies were developed for teaching the concepts. An evaluation of the project was conducted, and it was found that prospective teachers who participated in the courses with a career education emphasis reported a more favorable attitude toward career education than did those in control classes. (ELG).

ED 169 226 CE 019 504

Hanisch, Ronald M. And Others

The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report.

American Industrial Arts Association, Washington, D.C.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—78
Contract—P00770621
Note—65p
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Education, *Career Exploration, *Curriculum Development, *Industrial Education, *Program Evaluation, Building Trades, Communications, Demonstration Programs, Failure, Individualized Instruction, Industrial Arts, Intermediate Grades, Junior High Schools, Manufacturing Industry, Occupational Clusters, Program Descriptions, Program Development, Program Effectiveness, Program Improvement, Success, Transportation
Identifiers—Utah

An assessment team of three industrial arts educators was sent to Utah to evaluate the Industrial Arts Career Exploration (IACE) program. Since its inception in 1975, the program has been implemented in thirty-eight of the state's middle and junior high schools. The major objectives of IACE are to reorient and expand the curriculum of the traditional industrial arts program; to incorporate the educational realities of four industrial-based career clusters (construction, manufacturing, transportation, and industrial communication); and to provide individualized, student-centered, career-related "hands-on" learning experiences. Enthusiasm and support for the program are high on both the student and administrative levels. Economically, IACE has developed at minimal cost. Essentially, it is effective in meeting its career exploration goals, although it does suffer some limitations: (1) the selection of occupations included appears to be arbitrary and too small in number; (2) it fails to establish links between industrial skills and broader career concerns or general consumer interests; and (3) it lacks a careful evaluation of its educational effects. The assessment team developed a list of recommendations, which includes the following: development of a master plan for all levels of industrial arts career exploration; legislation and a national policy from the U.S. Office of Education to encourage improved industrial arts education; further study of and continued funding for the IACE program; and specific activities to be added to the program. (ELG).

ED 169 230 CE 019 630

Cooperative Rural Career Guidance System. Final Report.

Northern Michigan Univ. Marquette
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007605225
Note—437p. ; For a related document see ED 143 802; Not available in hard copy due to marginal legibility of original
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cooperative Programs, *Institutional Cooperation, *Rural Education, * *School Business Relationship, *School Community Relationship, Career Guidance, Consortia, Cooperation, Cooperative Education, Cooperative Planning, Educational Problems, Educational Research, Guidelines, Literature Reviews, Postsecondary Education, Program Development, Research Methodology, Research Needs, Rural Schools, Secondary Education
Identifiers—Cooperative Agreements

A project was undertaken by a consortium to produce a publication that would provide (1) a mechanism and guidelines for establishing cooperative relationships between secondary and postsecondary schools and business, industry, and labor in the rural community; (2) a large number of examples of cooperative agreements; and (3) appendixes which will give background information on implementing cooperative relationships in rural areas. To compile a comprehensive list of existing cooperative agreements between these groups, a survey questionnaire was sent to 3,375 individuals, a literature review was conducted, and various state and national career education agencies and departments were contacted. Over 200 agreements are included in the final publication, which is entitled "Increasing Guidance Effectiveness through School-Community Cooperation". Pre-publication outlines and drafts were reviewed and evaluated by the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project. The project found that rural programs suffer from lack of financial and physical resources, declining job opportunities, lack of qualified guidance staff, and sparsity of varied industries. Besides offering suggestions for planning similar future consortium projects, the project staff made recommendations for new research, development efforts, and technical assistance. (Also included are a bibliography, a glossary of terms, and appendixes containing a list of consortium staff; copies of survey instruments and a table of responses; samples of dissemination materials; and project progress control instruments.) (ELG).

ED 169 231 CE 019 665

Career Education Infusion with Language Arts/Science Project. Final Report.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Spons Agency—Bureau of Occupational and Adult Education

(DHEW/OE), Washington, D. C.
Pub Date—78
Contract—OE-24-000-174
Note—34p. ; The final appendix section may not reproduce well due to faint print; For related documents see CE 019 666-672
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Education, *Curriculum Development, *Fused Curriculum, *Inservice Teacher Education, *Language Arts, *Science Education, Career Development, Communication Skills, Community Resources, Job Search Methods, Parent Participation, Program Descriptions, Program Evaluation, School Cadres, Secondary Education, Teacher Developed Materials, Vocational Adjustment, Work Attitudes
Identifiers—Oregon

To infuse career education with language arts and science, a task force of Oregon educators developed, evaluated, and finalized a set of seven career education competencies for secondary language arts and science teachers, 7-12. These competencies cover the following areas: attitudes toward life and careers; job search method and job adjustment; community resources; parent involvement; relationship of language and science areas to careers; communication skills; and career choices in relation to abilities and interest. A curriculum team of educators developed, field tested, and finalized a set of instructional material packages (CE 019 666-672) based on the seven career education competencies. An instructional team trained twenty-five secondary language arts and science teachers to function as a statewide cadre to conduct inservice training sessions for interested local education agencies. Evaluation was built into each major stage of the project. The final stage, involving the actual cadre training sessions, was assessed by a third-party evaluator. (Evaluation instruments and a summary of the results are appended.) (Author/BM).

ED 169 232 CE 019 666

Language Arts & Science Sample Career Education Activities, Grades 7-12. Attitudes.
Marion County Educational Service District, Salem, Oreg
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—78
Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Education, *Fused Curriculum, *Language Arts, *Science Education, *Student Attitudes, *Work Attitudes, Career Awareness, Decision Making, Instructional Materials, Learning Activities, Secondary Education, Self Concept, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 1: provide activities which enable students to clarify attitudes toward life roles and careers. The following six activities are included: (1) how do I feel about my science project and presentation? (2) occupational prestige ranking; (3) quotes from the world of work; (4) twenty-four-hour decision-making grid; (5) what are my aptitudes? and (6) self-concept and job change. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 233 CE 019 667

Language Arts & Science Sample Career Education Activities, Grades 7-12. Job Skills.
Marion County Educational Service District, Salem, Oreg
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—78
Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Education, *Fused Curriculum, *Job Search Methods, *Language Arts, *Science Education, *Vocational Adjustment, Employment Interviews, Instructional Materials, Job Application, Learning Activities, Secondary Education, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 2: help students understand and apply those skills needed to prepare them to seek, secure, and hold a job, as well as be able to adjust to job changes and demands. The following nine activities are included: (1) landing a job; (2) using the newspaper to find jobs and careers; (3) interviewing; (4) listing support organizations; (5) stumbling blocks to a career; (6) treasure hunt in the classified ads; (7) follow-up letter; (8) retraining to meet changes in technology; and (9) life-style changes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 234 CE 019 668

Language Arts & Science Sample Career Education Activities, Grades 7-12. Community Resources.
Marion County Educational Service District, Salem, Oreg
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—78
Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Career Education, *Career Exploration, *Community Resources, *Fused Curriculum, *Language Arts, *Science Education, Field Trips, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Work Attitudes

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 3: help students identify and use community resources that are related to their career development. The following seven activities are included: (1) four positive attitudes on the job; (2) job training interview; (3) who supports my interest? (4) focusing a classroom speaker on areas of student interest; (5) television—fact or fancy? (6) on-site orientation into available community job opportunities; and (7) field trips to areas of business, industry, and professional sources. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 235 CE 019 669

Language Arts & Science Sample Career Education Activities, Grades 7-12. Parent Involvement.
Marion County Educational Service District, Salem, Oreg
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—78
Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type—Guides/Methods/Techniques—Classroom

Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Career Education, *Career Planning, *Fused Curriculum, *Language Arts, *Parent Participation, *Science Education, Instructional Materials, Learning Activities, Parent Attitudes, Parent Teacher Cooperation, Secondary Education, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 4: create opportunities for parents to help their children understand career education. The following six activities are included: (1) educational planning; (2) occupational brief; (3) back-to-school day; (4) parent orientation; (5) parent survey; and (6) parental expectations. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 236 CE 019 670

Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials.

Marion County Educational Service District, Salem, Oreg

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section

Pub Date—78

Available from—DCE publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Fused Curriculum, *Information Seeking, *Language Arts, *Occupational Information, *Science Education, Information Sources, Instructional Materials, Learning Activities, Relevance Education, Secondary Education, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 5: adopt, modify or create material which will help students understand the relationship of language arts/science areas to careers. The following four activities are included: (1) designing an inquiry to help students deal with career information; (2) job skills and school subjects; (3) matching school subjects with jobs; and (4) sourcebook for job information. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 237 CE 019 671

Language Arts & Science Sample Career Education Activities, Grades 7-12. Communication Skills.

Marion County Educational Service District, Salem, Oreg

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section

Pub Date—78

Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Communication Skills, *Fused Curriculum, *Language Arts, *Science Education, Employment Interviews, Instructional Materials, Learning Activities, Role Playing, Secondary Education, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 6: instruct students in reading, writing, speaking, and listening skills as they relate to life roles and careers. The following four activities are included: (1) role playing; (2) demonstrating effective communication skills in completing five tasks; (3) observing communications of people at work; and (4) evaluating communications skills within the job interview. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 238 CE 019 672

Language Arts & Science Sample Career Education Activities, Grades 7-12. Career Choices.

Marion County Educational Service District, Salem, Oreg

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oregon State Dept. of Education, Salem. Career and Vocational Education Section

Pub Date—78

Available from—DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Choice, *Career Education, *Fused Curriculum, *Language Arts, *Science Education, *Stereotypes, Instructional Materials, Learning Activities, Secondary Education, Self Evaluation, Student Attitudes, Student Interests, Teaching Guides

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 7: assist students to reject stereotyped beliefs and make career choices in terms of abilities and interest. The following eight activities are included: (1) assisting students in evaluating stereotyped beliefs in educational materials; (2) self-assessment simulation; (3) occupational self-awareness; (4) stereotyped beliefs; (5) insomnia clinic; (6) gollage; (7) leadership—an assessment of style; and (8) identifying job opportunities which relate to favorite activities and attitudes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM).

ED 169 242 CE 019 885

Youth Employment and Training Act of 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. First Session on S. 1242, H.R. 2992 (April 20, 21, and 22, 1977).

Congress of the U.S. Washington, D.C. Senate Committee on Human Resources

Pub Date—78

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Disadvantaged Youth, *Educational Opportunities, *Employment Opportunities, *Federal Legislation, *Job Training, *Youth Programs, Career Development, Dropout Programs, Educational Programs, Federal Programs, Hearings, Occupational Information, Program Development, Student Employment, Unemployment, Youth Employment, Youth Opportunities

Identifiers—Comprehensive Employment and Training Act, Congress 95th, Senate Bill 1242, Youth Employment and Training Act 1977

This report contains the hearings for the 1977 Youth Employment and Training Act. The act is designed to approach the problem of youth unemployment. The hearings begin with opening statements by Senator Jacob Javits, who emphasizes three major points of the proposed amendments: (1) the need for greater targeting of programs to the disadvantaged; (2) the importance of improving education and work linkages by providing incentives for cooperation between prime sponsors and local education agencies in administering in-school youth employment and training programs; and (3) the need to develop at national and state levels occupationally and geographically relevant occupational information and career development systems which provide information to in-school and out-of-school persons. Texts are presented of Senate Bill 1242, which provides for youth employment and training opportunities, and House Role 2992, an Act, which authorizes 1978 appropriations for carrying out the Comprehensive Employment and Training Act as amended. Statements from witnesses are provided chronologically for each of the three hearing days. Various statements from associations and individuals are also included. Additional information is provided in terms of relevant articles and publications and communications to and from concerned individuals. (CSS).

ED 169 243 CE 020 000

Waite, Linda J. Spitze, Glenna D.

Female Work Orientation and Marital Events. The Transition to Marriage and Motherhood.

Illinois Univ. Urbana. Dept. of Sociology

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—WP7819

Pub Date—78

Contract—DL-91-17-78-05; DL-91-17-78-11

Note—48p. ; Paper presented at the American Sociological Association (San Francisco, September 1978)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Females, *Marital Status, *Mothers, *Social Influences, *Social Science Research, *Work Attitudes, Cohort Analysis, Cross Sectional Studies, Longitudinal Studies, Marriage, Occupational Aspiration, Parent Influence, Womens Education

A study was conducted on the factors which influence young women to marry or have their first child at a given age. The data used were taken from the National Longitudinal Survey of Young Women conducted by the Center for Human Resource Research at Ohio State University, during which a sample of 5,159 young women aged 14 to 24 in 1968 were interviewed yearly between 1968 and 1973. It was found that taste for market work, school enrollment, and mother's education all decrease the likelihood of a first marriage or birth at a given age. Young women in the South and those in rural areas are likely to marry and have their first child earlier than those in other regions or in urban areas. Black women are less likely to marry at almost any age than are white. The analysis showed that while in early adulthood current employment status has a small positive impact on the likelihood of a first marriage or birth at most ages, those variables which indicate a preference or preparation for future employment cause postponement of family formation. The analysis also provided evidence that the current trends in timing of family formation, women's educational attainment, and labor force participation are linked to a rise in general level of preference for market work among young women. (Tables of data and a list of references are appended.) (LMS).

ED 169 244 CE 020 035

Vocational Education through Cooperative Work Experience. Final Report.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instruments (160)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Articulation Education, *Community Colleges, *Cooperative Education, *Cooperative Programs, *Program Evaluation, *Vocational Education, *Work Experience Programs, Administrator Attitudes, County Programs, Postsecondary Education, Program Administration, Questionnaires, Reports, Secondary Education, State Programs, State Surveys

Identifiers—New Jersey

A project was conducted to investigate the current status of secondary-postsecondary articulation of cooperative work experience programs, to identify impediments to the process, and to formulate recommendations for its enhancement. Sixteen New Jersey community colleges having a cooperative education program were included in the study. The chief administrator and the cooperative education operating administrator at each institution were asked to respond to a questionnaire which asked for two types of information: (1) actual activity in their cooperative education program which collaborated with a complementary system in their county, and (2) their attitudes and opinions toward general concepts and specific changes concerning articulative activity. A jury of ten professionals in appropriate related fields reviewed all aspects of this project. A follow-up letter, telephone call, and campus visit occurred at two-week intervals. After data on the returned questionnaire were analyzed, it was concluded that a working state plan for vocational education articulation between secondary and postsecondary institutions does not exist in New Jersey. (Responses on individual facets of the questionnaire are reported in detail, along with data tables. The survey instrument itself is appended, along with a bibliography.) (CT).

ED 169 275 CE 020 142

Elliott, David L.

A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education.

Educational Products Information Exchange Inst. Berkeley, Calif

Spons Agency—National Advisory Council for Career Education, Washington, D.C. Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management

Pub Date—78

Contract—P00770624

Note—85p. ; Some parts of this document may not reproduce well due to faint print

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Career Education, *Information Services, *Information Systems, *National Programs, *Program Improvement, Clearinghouses, Comparative Analysis, Information Centers, Information Networks, Program Descriptions, Program Effectiveness, Program Evaluation, Resource Centers

Identifiers—ERIC Clearinghouse for Career Education, National Center for Career Education, National Diffusion Network, National Network for Curr Coord in Voc Tec Educ, National Technical Information Service, Research and Development Exchange, Resources in Vocational Education

A study was conducted (1) to describe the specific services of seven major career education information and technical assistance systems, including (but not limited to) content of each system, services offered, clients served, procedures for use, cost for each service, service area (geographic), response formats, response time, and utility of responses for clients served; (2) to compare and contrast the various systems in terms of the items in (1) above; and (3) to make recommendations on issues to be resolved and steps to be taken to assure maximum coordination and minimum overlap among these various systems. The systems included in this study are the National Center for Career Education (NCCE); the ERIC Clearinghouse for Career Education (ERIC/CE); the Research and Development Exchange (RDX); the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE); the National Center for Research in Vocational Education (NCRVE) and Resources in Vocational Education (RIVE or AIM/ARM); the National Diffusion Network (NDN); and the National Technical Information Service (NTIS). The analysis and comparison of these systems were done from the point of view of the consumer, the career education practitioner or researcher. (This document contains descriptions of each system; comparisons of the systems by intended users, intents/purposes, and contents/methodology; and a discussion of issues, problems, and recommendations.) (BM).

ED 169 277 CE 020 203

Bielby, William T. And Others

Research Uses of the National Longitudinal Surveys. R&D Monograph 62.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Employment and Training Administration (DOL), Washington, D.C. Wisconsin Univ. Madison. Inst. for Research on Poverty

Pub Date—79

Contract—DL-21-36-77-39

Note—146p. ; For a related document see CE 019 754

Available from—Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W. Washington, D.C. 20213

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Employment Experience, *Employment Patterns, *Labor Needs, *Labor Supply, *National Surveys, *Work Life Expectancy, Birth Rate, Educational Benefits, Employed Women, Family Characteristics, Females, Labor Economics, Labor Force, Labor Force Nonparticipants, Labor Market, Males, Middle Aged Adults, Occupational Aspiration, Occupational Mobility, Research Needs, Research Problems, Social Discrimination, Social Influences, State of the Art Reviews, Wages, Young Adults

Identifiers—National Longitudinal Surveys, United States

This report surveys the research done using the National Longitudinal Surveys (NLS) of Labor Market Experience data. It also identifies neglected research opportunities and directions of future research. The content is presented in eleven sections. The focus of sections 2-8 is on research done in major areas of labor market research. The sections are as follow: 2, Labor Supply, covering female labor supply and fertility expectations, child care and welfare, marital instability, and male labor supply; Labor Demand which discusses dual and segmented labor markets, racial discrimination in the labor market, sex discrimination in labor market, unionization and labor market differentials, and labor demand and structural factors; 4 Human Capital and Status Attainment Models, covering human capital, sociology of education, and status attainment; Unemployment Job Separation and Job Search; Social Psychological Factors; Aging; and Methodological Research Using NLS data. Section 9 discusses the utilization of the NLS data, while 10 focuses on some neglected considerations regarding this data. Finally, the last section covers future research with the NLS data. A comprehensive list of references is attached. (EM).

ED 169 278 **CE 020 205**

Hillison, John

The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agricultural Education, *Information Storage, *Information Systems, * *Teacher Attitudes, *Use Studies, *Vocational Education Teachers, Educational Resources, Instructional Materials, Secondary Education, Surveys, Vocational Education

Identifiers—United States

Forty-six secondary school vocational agricultural teachers from eight states were surveyed to determine the need for revising the AGDEX filing system (which is used primarily for filing curriculum materials), the extent of revision needed, and the market potential for a revised edition. The data from thirty-one respondents were analyzed by using frequency counts and percentages. Eighteen AGDEX users were identified, with 55% of them teaching in the area of production agriculture. Of the eighteen users, ten use it for both curriculum materials and audio-visual materials, six for curriculum materials only, and two for audio-visual materials only. The users appear generally quite pleased with the AGDEX system. Sixty-four and one-half percent of all the respondents indicated a willingness to purchase a revised coding manual, while only 55.6 percent of the users were willing to make the purchase. (The survey forms are appended.) (EM).

ED 169 281 **CE 020 296**

Hlebichuk, Joseph

Guide for AVTS and Community College Post Secondary Distributive Education.

Emporia State Univ. Kans

Spons Agency—Kansas State Dept. of Education, Topeka

Pub Date—77

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Community Colleges, *Distributive Education, *Postsecondary Education, *Program Administration, *Program Development, *Regional Schools, *Vocational Schools, Administrator Guides, Advisory Committees, Cooperative Programs, Instructional Materials, Program Design, Program Evaluation, Program Guides, Public Relations, Teachers

Identifiers—Distributive Education Clubs of America, Kansas

This guide is aimed at persons concerned about quality postsecondary distributive education programs, specifically in Kansas. It provides guidelines for program organization and administration in community colleges and area vocational-technical schools. Section I presents general introductory information about postsecondary distributive education, including program characteristics in community colleges and a discussion of mid-management programs. Section II, program development, includes such topics as procedures for approval of postsecondary vocational programs and an explanation of the different types of instructional programs. Other sections include the following: program management (e. g. curriculum and articulation); advisory committees (e. g. teacher coordinator's role, a two-year program plan checklist); facilities, equipment, and resources (e. g. program needs, purposes of the distributive laboratory); instructional staff (e. g. instructor self-assessment); students (e. g. student recruitment, special needs students); cooperative work experience (e. g. training plans, group sponsor development); Distributive Education Clubs of America (e. g. marketing projects, advisors); evaluation, follow-up, and placement (e. g. basic evaluation outline); and program promotion and public relations (e. g. better speech techniques, accepting gifts and donations). A short bibliography concludes the guide. (CT).

ED 169 283 **CE 020 402**

A Program Review of Secondary Vocational Education in Ohio: Job Placement & State Funding. Staff Research Report No. 126.

Ohio State Legislative Service Commission, Columbus

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Job Placement, *Program Costs, *Program Evaluation, *School Funds, *Secondary Education, *Vocational Education, Administrator Attitudes, Educational Finance, Employer Attitudes, Graduate Surveys, Job Training, Program Effectiveness, Regional Schools, School Support, State Surveys, Student Attitudes, Teacher Attitudes, Vocational Schools

Identifiers—Ohio

This report, prepared by the Ohio Legislative Commission's staff for the Joint Education Committee on Program Evaluation, focuses on secondary vocational graduate placement and state funding. The content is presented in three parts. First, the Committee's findings and recommendations regarding the following areas are presented: placement results, graduates' job skills, placement administration, vocational guidance and screening, and the state funding formula and program costs. Next follows a staff summary. Third, the staff's six-chapter report of their study on secondary job training, graduate placement, and state funding is presented. Chapter 1 provides some background about vocational education, its history, and the program structure. The next four chapters pertain to placement. Chapter 2 looks at placement efforts in ten representative joint vocational/comprehensive districts in Ohio and how teachers, administrators, students, and employers evaluate them. In the third chapter, overall placement results are examined in relation to placement efforts as well as results for particular programs. Chapter 5 presents survey findings on how graduates and employers regard the graduates' preparedness and training. The last chapter, on the funding of vocational education, first discusses the costs and funding sources of vocational programs. It then presents the results of a survey of vocational education superintendents concerning funding needs and approaches to state support of vocational programs. (EM).

ED 169 284 CE 020 426

Copa, George H. Maurice, Clyde F.

Demand for Additional 'Job-Related Training' by Minnesota Residents Age 16 and Over, 1977.

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Adolescents, *Adults, *Educational Needs, *Employment Qualifications. *Job Training, *Skill Development, Adult Education, Age Differences, Demography, Economic Factors, Educational Demand, Educational Environment, Educational Research, Employee Attitudes, Females, Field Interviews, Hobbies, Interests, Males, On the Job Training, Questionnaires, Statistical Analysis, Surveys, Tables Data, Vocational Education

Identifiers—Minnesota

In 1977 approximately 17% of Minnesota's population aged 16 and over (478,000 people) felt that they definitely needed more job-related training in the next year. Another 9% felt that they perhaps needed more training. Of those indicating training interest, 40% were interested enough to pay a non-refundable course fee; 85% were willing to read information about available programs. Most frequent reasons for wanting more training were to do better at or remain qualified for a present job (30%), prepare for a job unrelated to the present or past job (26%), and prepare for a job advancement (20%). Preferred modes to receive instruction were in-school (48%) and on-the-job (42%). Most frequent factors likely to keep persons from enrolling in job training were the following: work takes too much time, program costs, family obligations, and lack of program information. Most frequently cited occupational choices for more training were professional/technical (25%), craft (12%), clerical (11%), managerial/administrative (9%), and service (8%). Of those indicating 'yes' or 'maybe' to the question for more training, 40% were 16-25 years old; about half were females and half were males. Concerning knowledge and attitude, 90% knew that vocational education's purpose was job training, and two-thirds held a positive attitude toward vocational education. (Also surveyed was the need for hobby/special interest education.) (Author/CSS).

ED 169 286 CE 020 429

Davis, Rodney E. Husted, Stewart W.

Distributive Education Competency-Based Curriculum Models by Occupational Clusters. Final Report.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—79

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Distributive Education, *Educational Objectives, *Job Skills, *Learning Activities, *Marketing, Basic Skills, Curriculum Development, Curriculum Guides, Educational Resources, Interpersonal Competence, Occupational Clusters, Performance Criteria, Program Descriptions, Retailing, Secondary Education, Skill Development, Vocational Education

Identifiers—Indiana

To meet the needs of distributive education teachers and students, a project was initiated to develop competency-based curriculum models for marketing and distributive education clusters. The models which were developed incorporate competencies, materials and resources, teaching methodologies/learning activities, and evaluative criteria for the three-year program structure in Indiana. The distributive education first- and second-year curriculum models are based upon common competencies of sixty-nine marketing and distributive occupations as identified by Lucy C. Crawford and revalidated by the Interstate Distributive Education Curriculum Consortium. The third-year model is based upon common retail competencies needed to advance beyond entry-level employment. The first two units, (1) distributive education and (2) marketing and distribution, basically follow the same outline: behavioral goals, introduction to distributive education, marketing and distribution in the economy, social skills, basic skills, and marketing skills. The third unit, marketing management, contains all of the above, but omits 'marketing and distribution in the economy'. Each section in the unit contains a competency outline, performance objectives, learning activities, and reference material. Each unit concludes with a bibliography. In conclusion, it is recommended that the curriculum models be field tested and revised, and that competency-based testing devices appropriate for each curriculum model be developed. (CSS).

ED 169 289 CE 020 474

Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—119p. ; For related documents see CE 020 475-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Distributive Education, *Home Economics Education, *Learning Modules, *Office Occupations Education, *Trade and Industrial Education, Audiovisual Aids, Curriculum Guides, Prevocational Education

This booklet contains a summary of the instructor's indices for the South Carolina prevocational curriculum program. It includes ninety-two activities which are arranged around a cluster of vocational offerings: home economics, agriculture, distributive education, world of work, trade and industry, office occupations, and health occupations. (The individual kits are in documents CE 020 475-566.) Each summary includes the following information: title of activity, description of activity, duration of activity, implementation requirements, audiovisual and technical equipment needed, expendable and student/instructor-supplied materials, related free films, and reference books. This document also contains a listing of kits by kit number and title and a cross-reference by vocational area. (CT).

ED 169 290 CE 020 475

Howard, John

T & I—Building Construction, Safety. Kit No. 1. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—29p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Activities, *Learning Modules, *Occupational Information, *Safety Education, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on building construction safety are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry.

(This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven-thirteen days), activity goals, instructional objectives (five), related, vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key for the activity of objective 1, and a master for duplication (the grid sheet for objective III)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. list of fifteen safety rules, choose a safety idea and draw sketch for a poster). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a safety coordinator and safety inspector conclude the document. (JH).

ED 169 291 CE 020 476

Jackson, Janette

Health Occupations—Thermometer. Kit No. 2. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—30p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Learning Activities, *Learning Modules, Behavioral Objectives, Equipment Utilization, Occupational Clusters, Occupational Information, Prevocational Education, Teaching Guides, Transparencies

Identifiers—Oral Thermometer

An instructor's manual and student activity guide on the oral thermometer are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives and masters for duplication (e. g. checkpoint sheets)). The student activity guide provides step-by-step instructions (narrative and illustrations—e. g. name the parts of an oral thermometer, clean a clinical thermometer, take another student's temperature) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e. g. ambulance attendant, nurse aide, licensed practical nurse) conclude the document. (JH).

ED 169 292 CE 020 477

Wilkins, Thelma

Cosmetology. Kit No. 3. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—56p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cosmetology, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on cosmetology are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (twelve to thirteen days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities and masters for duplications (e. g. test answer sheets on identification of equipment, sample appointment sheets)). The student activity guide, organized into five sections (manager, manicurist, hair stylist, eyebrow stylist, and inspector), provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. Objectives focus on the identification and use of the equipment in each area. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a manicurist, cosmetologist, and hair stylist conclude the document. (JH).

ED 169 293 CE 020 478

Underwood, Earl

T & I—Basic Electricity. Kit No. 4. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—53p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Electrical Occupations, *Electricity, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on basic electricity are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to ten classes), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication (i. e. job supervisor's material list, wiring plans)). The student activity guide, organized for different groups (salespersons, delivery persons, inspectors, job supervisors, and workers), provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. Objectives include identifying electrical symbols and items, stripping and joining wire, and taking material orders. At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an electrician concludes the document. (JH).

ED 169 294 CE 020 479

Lanford, Frank

T & I—Painting and Decorating. Kit No. 5. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—56p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Artists, *Learning Activities, *Learning Modules, *Occupational Information, *Painting Visual Arts, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on painting and decorating are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, masters for duplication (e. g. checklists, interview survey sheet), and a set of transparencies for use with this set). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. (The activity deals with making a decorative hanging for a wall). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a colorer, airbrush painter, spray painter, and spray paint helper conclude the document. (JH).

ED 169 295 CE 020 480

Sloan, Lee

Agriculture—Agricultural Production 1, Seed Bed. Kit No. 6. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—53p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Occupations, *Agricultural Production, *Learning Activities, *Learning Modules, *Occupational Information, *Plant Science, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the seed bed are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity, (four to ten periods), activity goals, instructional objectives for eight occupations (farmhand I and II, hotbed worker, farm hand inventory clerk, sales representative, farm hand sales, county farm agent, and truck farmer), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and two master sheets for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. The activity is based on preparation and care of seed beds and care and sale of tomato plants. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for inventory clerk, sales representative, farmworker, and horticultural worker I & II conclude the document. (JH).

ED 169 296 CE 020 481

Underwood, Earl

T & I—Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—24p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Auto Mechanics, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Ignition Systems

An instructor's manual and student activity guide on the ignition system of small engines are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to ten days), activity goals, instructional objectives (five), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication (e. g. check sheets—identification of tools and parts of the ignition system)). The student activity guide (for working on the ignition system of a small engine) provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an automobile mechanic, automobile mechanic helper, and automobile service station attendant conclude the document. (JH).

ED 169 297 CE 020 482

Conner, Connie

Office Occupations—Accounting. Kit No. 8. Instructor's Manual (and)

Student Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—71p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Accounting, *Food Service Occupations, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Food Service Industry, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on accounting are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (view fact sheet and various business forms)). The student activity guide is organized around the different jobs in one of two companies. These jobs include food and drug inspector, food processing supervisor, labeling supervisor, food labeler, distribution supervisor, coin collector, and secretary. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evalution activity). Occupational descriptions for a food and drug inspector, secretary, order clerk, coin collector, and production supervisor conclude the document. (JH).

ED 169 298 CE 020 483

Conner, Connie C.

Office Occupations—Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—30p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Modules, *Occupational Information, *Office Machines, *Office Occupations Education, *Reprography, *Shorthand, Behavioral Objectives, Instructional Materials, Learning Activities, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on duplicating machines are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a master for duplication (a view fact sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. prepare a master to be duplicated on a spirit duplicator, correct errors on a spirit master). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a secretary and a duplicating-machine operator conclude the document. (JH).

ED 169 299 CE 020 484

Poston, Paul

T & I—Masonry. Kit No. 10. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—42p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Bricklaying, *Learning Activities, *Learning Modules, *Masonry, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Supervisors, Teaching Guides

An instructor's manual and student activity guide on masonry are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to fourteen days), activity goals, instructional objectives (fifteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key(s) to instructional objectives 1, 2, 3, and 4, and duplication masters of student question and answer sheets). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify terms related to masonry, mix practice mortar, lay a course of bricks). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bricklayer supervisor, stonemason supervisor, bricklayer, and stonemason conclude the document. (JH).

ED 169 300 CE 020 485

Lake, Robert

T & I—Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I 211-0330

Note—34p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set

of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Designers, *Drafting, *Learning Activities, *Learning Modules, *Occupational Information, *Sign Painters, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides, Woodworking

An instructor's manual and student activity guide on designing and making a wood plaque are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (ten to fifteen periods), activity goals, instructional objectives (eighteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key(s) to instructional objective five and six and a master of a view fact sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. show a thumbnail sketch of a plaque, use router to inscribe on wood, apply varnish to the plaque). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a letterer, sign painter helper, delineator, hand sign writer, and sign painter conclude the document. (JH).

ED 169 301 CE 020 486

Campbell, Creola S.
Office Occupations—General Clerical. Kit No. 12. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—54p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Clerical Occupations, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Food Service, Instructional Materials, Occupational Clusters, Prevocational Education, Publishing Industry, Teaching Guides

An instructor's manual and student activity guide on general clerical work are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight days), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. inventory sheets, worksheet for administrative secretary)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. copy material from an index card onto a spirit master, arrange material numerically, operate a stapler to bind a book). At the end of each set of instructions is a student check point (evaluation activity). Twenty-one occupational descriptions (e. g. bookbinder, file clerk, collator operator, editorial assistant, etc.) conclude the document. (JH).

ED 169 302 CE 020 487

Gull, Gaynell
Cabinetmaking. Kit No. 13. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—72p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cabinetmaking, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, *Woodworking, Behavioral Objectives, Carpenters, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on cabinetmaking are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (fifteen to eighteen days), activity goals, instructional objectives (thirteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. work record chart, wooden box plans, student check point sheets)). The student activity guide on the construction of a wooden box provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify tools, identify grain direction, cut a combination rabbet-dado joint). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a carpenter, cabinetmaker supervisor, cabinetmaker, cabinetmaker apprentice, and painter conclude the document. (JH).

ED 169 303 CE 020 488

Jones, Phillip
T & I—Auto Service Repair. Kit No. 14. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—29p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Auto Mechanics, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Service Station Attendants

An instructor's manual and student activity guide on auto service repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight days), activity goals, instructional objectives (nine), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (a view fact sheet and a student checklist)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. replace an air filter, replace wiper blades, check air pressure in tires, measure tire tread wear). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an automobile service station attendant concludes the document. (JH).

ED 169 304 CE 020 489

Wilkins, Thelma

Home Economics—Child Care Services. Kit No. 15. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—51p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Child Care Occupations, *Home Economics Education, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to seven periods), activity goals, instructional objective, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. child observation sheet, design patterns)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing the instructional objective (prepare a book that includes a variety of activities for a child to learn to do). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a preschool teacher, children's institution attendant, and school child-care attendant conclude the document. (JH).

ED 169 305 CE 020 490

Jones, Philip

T & I—Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—36p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price--MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Architectural Drafting, *Learning Activities, *Learning Modules, *Measurement Instruments, *Metric System, *Occupational Information, * *Trade and Industrial Education, Behavioral Objectives, Drafters, Instructional Materials, Mechanical Design Technicians, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on reading the architect's scale and the metric scale are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (drafting). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. student check sheet and a floor plan and road map to be measured by the students)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. use the 1/2 scale on an architect's rule to measure and record in feet and inches). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an architectural drafter and a mechanical equipment engineering assistant conclude the document. (JH).

ED 169 306 CE 020 491

Wilkins, Thelma

Home Economics—Food Service, Restaurant. Kit No. 17. Instructor's Manual (and) Student Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—64p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Food Service Occupations, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Home Economics Education, Instructional Materials, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the restaurant business are provided in this set of prevocational education materials which focuses on the vocational area of home economics (food service). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, instructional objectives for different occupations in a supply company, a bakery, and a restaurant, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. order checklist, order pad for bakery, check sheets)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. prepare chocolate pies to be served in a restaurant situation, act as waiter/waitress serving the pies). At the end of each set of instructions is a student check point (evaluation activity). Thirteen occupational descriptions (e. g. cook, cashier, formal waiter/waitress, manager and baker) conclude the document. (JH).

ED 169 307 CE 020 492

Grant, Barbara

Home Economics—Food Services. Kit No. 18. Instructor's Manual (and) Student Learning Activity Guide—Measuring Liquids, Measuring Solids, Weighing.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—71p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Food Service Occupations, *Home Economics Education, *Learning Activities, *Learning Modules, *Measurement, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on food services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, seventeen instructional objectives for three areas (measuring solids, liquids, and weighing), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. checkpoint sheets, seven recipes)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (meat grinder, butcher, cook, chef, and baker) conclude the document. (JH).

ED 169 308 CE 020 493

Kinard, Sara

Distributive Education—Cashiering. Kit No. 19. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—32p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Sales Workers, Teaching Guides

Identifiers—Cashiers

An instructor's manual and student activity guide on cashiering are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to eleven days), activity goals, instructional objectives (five), related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives 2-5, and masters for duplication (e. g. sales checks, change fund receipt, handouts on the parts of a cash register)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. prepare cash register for the working day, make change for a customer's purchase, manipulate register keys correctly). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a general merchandise salesperson and cashier conclude the document. (JH).

ED 169 309 CE 020 494

Campbell, Creola S.

Office Occupations—Business Communications. Kit No. 20. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—38p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Communication, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on business communications are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to five days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication (e. g. sample business letter, application-for-employment form, telegram form)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. complete an application-for-employment form, answer a letter of inquiry, compose a telegram). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e. g. stenographers, stenotype operator) conclude the document. (JH).

ED 169 310 CE 020 495

Caines, Royce

Agriculture—Agricultural Sales and Service. Kit No. 21. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—62p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Supply Occupations, *Agriculture, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Sales Occupations, Service Workers, Teaching Guides

An instructor's manual and student activity guide on agricultural sales and service are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, instructional objectives for five roles (farm and garden center manager, sales clerk, bookkeeper, fertilizer company sales representative and customer), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. sales slip, accounting ledger, sales invoice)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bookkeeper, sales clerk, sales representative, and retail store manager conclude the document. (JH).

ED 169 311 CE 020 496

White, Jim

Metal Work—Making a Hanging Basket Bracket. Kit No. 22. Instructor's Manual (and) Student Learning Activity Manual.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—46p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Activities, *Learning Modules, *Metal Working, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides, Trade and Industrial Education

An instructor's manual and student activity guide on making a hanging basket bracket are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metal work). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six periods), activity goals, instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. final drawing of project, student answer sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. use a square and scribe to mark lines on metal, use a hand drill and pop rivet gun). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a drill-press operator, vertical contour-band-saw operator, and machinist conclude the document. (JH).

ED 169 312 CE 020 497

White, Jim

Metal Work: Making an Adjustable C-Clamp. Kit No. 23. Instructor's Manual (and) Student Learning Activity Manual.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—58p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Activities, *Learning Modules, *Metal Working, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on making an adjustable C-clamp are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metal work). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six periods), activity goals, instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. final drawings of project, student answer sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. measure and cut stock, die threads in rod stock). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a drill press operator, contour band-saw operator, and machinist conclude the document. (JH).

ED 169 313 CE 020 498

Underwood, Earl

Home Economics—Child Care Services. Kit No. 24. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—24p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techni-

ques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Child Care Occupations, *Home Economics Education, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, student fact sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. construct a splatter screen and use for printing, make finger paint for children). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for children's institution attendant, nursery school attendant, and playroom attendant conclude the document. (JH).

ED 169 314 **CE 020 499**

Campbell, Creola S.
Office Occupations—General Clerical, Consumer. Kit No. 25. Instructor's Manual (and) Student Learning Activity Guide—Group Interaction.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—56p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Clerical Occupations, *Learning Activities, *Learning Modules, *Merchandising, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on general clerical work related to the consumer market are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to six days), activity goals, four instructional objectives, related vocational clusters and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Twelve occupational descriptions (e. g. order clerk, inventory clerk, invoice-control clerk, sales attendant, purchasing agent) conclude the document. (CT).

ED 169 315 **CE 020 500**

Campbell, Creola S.
Office Occupations—Accounting, Banking. Kit No. 26. Instructor's Manual (and) Student Learning Activity Guide: Part 1.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—71p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Finance Occupations, *Learning Activities, *Learning Modules, *Money Management, *Occupational Information, *Office Occupations Education, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on accounting and banking are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven days), activity goals, six instructional objectives, related vocational cluster, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for head teller, supervisor-cashiers, general teller, receptionist, clerical cashier, and bookkeeper conclude the document. (CT).

ED 169 316 **CE 020 501**

Miles, Mamie Rose
World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—82p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Economics Education, *Employment, *Learning Activities, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies
Identifiers—United States

An instructor's manual on employment and the American economic system is provided in this set of prevocational education materials which focuses on the world of work. Instructional goals include knowing what is meant by employment, understanding how the American economic system works, and understanding what is meant by free enterprise. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to six days), activity goals, instructional objectives (nine), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. vocabulary list and word puzzles); large set of transparencies is also included). (JH).

ED 169 318 CE 020 503

Trayer, Gene

DE—Basic Merchandising Mathematics. Kit No. 29. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—36p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Learning Activities, *Learning Modules, *Mathematical Applications, *Merchandising, *Occupational Information. Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on basic merchandising mathematics are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to nine periods), activity goals, nine instructional objectives, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication (e. g. daily balance form, answer sheets, daily sales report)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify parts of a cash register record, balance a daily sales report, compute a weekly wage based on hours worked). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a head teller, cashiers supervisor, cashier, and teller conclude the document. (JH).

ED 169 319 CE 020 504

Peterson, Ken

T & I—Small Appliance Repair. Kit No. 30. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—34p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.0; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Appliance Repairers, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on small appliance repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to nine days), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and answer sheets and a check sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify basic tools used in the trade, assemble a lamp, repair a toaster). At the end of each set of instructions is a student check point (evaluation activity). Two occupational descriptions for electrical appliance repairer conclude the document. (JH).

ED 169 320 CE 020 505

Sloan, Lee

Agriculture—Forestry. Kit No. 31. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—28p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agriculture, *Forestry, *Forestry Occupations, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on forestry are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (five to nine periods), activity goals, ten instructional objectives for two occupational areas (forester aide and forest supervisor), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. use a cruise stick to determine tree height, supervise as other students estimate tree diameters). At the end of each set of instructions is a student check point (evaluation activity). Nine occupational descriptions (e. g. fire ranger, forest nursery supervisor, forester aide) conclude the document. (JH).

ED 169 321 CE 020 506

Miles, Mamie Rose

World of Work—Personality Development. Kit No. 32. Instructor's Manual.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330
Note—45p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Individual Characteristics, *Learning Activities, *Learning Modules, *Occupational Clusters, *Occupational Information, *Personality Development, Behavioral Objectives, Instructional Materials, Prevocational Education, Teaching Guides

An instructor's manual on personality development is provided in this set of prevocational education materials which focuses on the vocational area of the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to four periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, worksheet masters for duplication, and transparencies describing personality traits.) (CT).

ED 169 322 CE 020 507

Miles, Mamie Rose

World of Work—Choosing a Career. Kit No. 33. Instructor's Manual.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—36p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Choice, *Career Exploration, *Career Planning, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual on choosing a career is provided in this set of prevocational education materials which focuses on the world of work. Objectives include writing in information required on an occupational listing form concerning jobs in the community, developing a tentative occupational plan, and writing in information concerning an area vocational center. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, masters for duplication (e. g. occupational listing form, tentative occupational plan), and a set of transparencies). (JH).

ED 169 323 CE 020 508

Campbell, Creola S.

Office Occupations—General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—30p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Clerical Occupations, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Commercial Mail Processing

An instructor's manual and student activity guide on commercial mailing are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to two student check point activities and masters for duplication (e. g. registration form, postal rate and class charts facsimile)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. compose an advertising leaflet for mailing to customers, address envelopes using the recommended postal procedures). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a secretary and administrative clerk conclude the document. (JH).

ED 169 324 CE 020 509

Underwood, Earl

T & I, Power Mechanics. Kit No. 35. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—24p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Learning Activities, *Learning Modules, *Occupational Information, *Power Technology, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on power mechanics are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objective (build a model rocket and a solar reflector), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for engineering analyst, power operator, power-plant operator, and power-reactor operator conclude the document. (JH).

ED 169 325 CE 020 510

Smith, Claudia

Agriculture—Horticulture. Kit No. 36. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—33p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agriculture, *Horticulture, *Learning Activities, *Learning Modules, *Occupational Information, *Plant Science, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on horticulture are provided in this set of prevocational education materials which focus on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eleven to seventeen days), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities 1 and 2, and masters for duplication (e. g. checksheets)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify parts of a plant, prepare soil for germination, plant a flat of seeds). At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (e. g. plant propagator, horticultural worker) conclude the document. (JH).

ED 169 326 CE 020 511

Wilkins, Thelma

Home Economics—Housing and Home Furnishings. Kit No. 37. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—53p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Color Planning, *Furniture Arrangement, *Home Economics Education, *Home Furnishings, *Interior Design, *Occupational Information, Behavioral Objectives, Housing, Instructional Materials, Learning Activities, Learning Modules, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on housing and home furnishings are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elments: title of activity, duration of activity (eight to eleven periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. check sheets, color quiz, diagrams on furniture arrangement)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify monochromatic color harmony, arrange living room furniture on a scale drawing). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an interior designer concludes the document. (JH).

ED 169 327 CE 020 512

Campbell, Creola S.

Office Occupations—Keypunch. Kit No. 38. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—84p.; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on keypunch are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, masters for duplication, and a set of transparencies.) The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for verifier operator, keypunch operator, and sorting-machine operator conclude the document. (JH).

ED 169 328 CE 020 513

Miles, Mamie Rose

World of Work—Education and Jobs. Kit No. 39. Instructor's Manual.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330
Note—25p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment Opportunities, *Job Search Methods, *Learning Activities, *Learning Modules, *Occupational Information, *Relevance Education, Behavioral Objectives, Information Sources, Job Training, Occupational Clusters, Teaching Guides, Transparencies

An instructor's manual on education and jobs is provided in this set of prevocational education materials which focuses on the vocational area of the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture,home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three periods), activity goals, four instructional objectives, vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class and during the class, masters for duplication and a set of transparencies). (CT).

ED 169 329 **CE 020 514**

Underwood, Earl

T & I—Building Construction, Wall Section. Kit No. 40. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—43p
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Building Trades, *Carpenters, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Teachers, Behavioral Objectives, Construction Process, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on building construction and making a wall section are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to ten classes), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to a student check point activity, and masters for duplication (e. g. order form for salesperson, job supervisor's material list, check sheets, and building plans)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. measure and cut wood to correct size, assemble and nail the wood together). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a carpenter's supervisor and house builder conclude the document. (JH).

ED 169 330 **CE 020 515**

Carter, Wesley

Agriculture—Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—36p
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agriculture, *Greenhouses, *Learning Activities, *Learning Modules, * *Occupational Information, *Ornamental Horticulture, *Plant Growth, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on building a model greenhouse and growing plants are provided in this set of prevocational education materials which focuses on the vocational area of agriculture (ornamental horticulture). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five days main activity, eighteen days for follow-up activity), activity goals, ten instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activity 1 and masters for duplication (e. g. objective 1 check sheet, plans for model greenhouse)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify tools and equipment, build model greenhouse, plant seeds in greenhouse). At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (e. g. plant propagator, horticultural worker) conclude the document. (JH).

ED 169 332 **CE 020 517**

Walters, Brenda B.

D.E.—Fashion Merchandising. Kit No. 43. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—34p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Distributive Education, *Fashion Industry, *Learning Activities, *Learning Modules, *Merchandising, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on fashion merchandising are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings:

agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Eight occupational descriptions (e. g. merchandise distributor, stock-control clerk, sales clerk, salesperson, stock-control supervisor) conclude the document. (CT).

ED 169 333 CE 020 518

Sloan, Lee

T & I—Sheet Metal. Kit No. 44. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—103p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Learning Activities, *Learning Modules, *Occupational Information, *Sheet Metal Work, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on sheet metal are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (eight to eleven periods), activity goals, instructional objectives for twelve occupations (order clerk, delivery person, medical equipment and supply representative, tool clerk, layout maker, sheet metal mechanic, sheet metal helper, painter, hand packager, safety inspector, sales representative, and shop supervisor), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, and follow-up activities). The student activity guide, based on the construction of a metal first-aid kit, provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Seven occupational descriptions (e. g. tool-crib attendant, sheet-metal worker) conclude the document. (JH).

ED 169 334 CE 020 519

Jackson, Janette

Health Occupations—Practical Nurse. Kit No. 45. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—27p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Learning Activities, *Learning Modules, *Occupational Information, *Practical Nursing, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on practical nursing are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and check point sheets and a handout to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify parts of a sphygmomanometer and stethoscope, take another student's blood pressure). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a licensed practical nurse and a practical nurse conclude the document. (JH).

ED 169 335 CE 020 520

Vaughan, Ellen C.

D.E.—Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—35p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Distributive Education, *Fashion Industry, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Textile Fabrics, Textile Fibers

An instructor's manual and student activity guide on fiber and fabric identification are provided in this set of prevocational education materials which focuses on the vocational area of distributive education (fashion merchandising). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to twelve periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. activity sheets and checkpoints 1-3)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (identify and chart the three basic weaves, identify fabric samples using the burn test, weave a piece of fabric using a hand loom) At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a salesperson, buyer, and clothes designer conclude the document. (JH).

ED 169 336 CE 020 521

Saddler, Shelvia

T & I—Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—30p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Learning Activities, *Learning Modules, *Occupational Information, *Sewing Instruction, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on making decorative pillows by hand are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (industrial sewing). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to seven periods), activity goals, fourteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify tools used in industrial sewing, backstitch sew the pillow together). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a hemmer and regular equipment sewing machine operator conclude the document. (JH).

ED 169 337 CE 020 522

Lake, Robert

T & I—Auto Mechanics. Electrical System. Kit No. 48. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—33p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Electrical Systems, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Auto Mechanics, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Service Station Attendants

An instructor's manual and student activity guide on auto electrical systems are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eleven periods), activity goals, fifteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities 1 and 2, student question sheet and check sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify nine tools used for engine tune-up, replace points and condenser on engine mock-up.) At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an automobile mechanic and a service station attendant conclude the document. (JH).

ED 169 338 CE 020 523

Lanford, Frank

T & I—Automotive Body Repair. Kit No. 49. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—65p.; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Auto Body Repairers, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides, Transparencies

An instructor's manual and student activity guide on automotive body repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, three instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. student check point booklet, labels for tools and equipment, and safety rosters)). A set of transparencies is also provided. The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. straighten and prepare material by sanding and hammering). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a spray painter and automobile-body repairer conclude the document. (JH).

ED 169 339 CE 020 524

Wilkins, Thelma

T & I—Tailoring. Kit No. 50. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—48p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Sewing Instruction, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on tailoring are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven to twelve periods), activity goals, eighteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. checksheets, patterns)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. prepare sewing machine for sewing, identify pattern pieces for apron, pin pattern to fabric). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for sewing machine operators and hemmers conclude the document. (JH).

ED 169 340 CE 020 525
Cooper, Samuel
Agriculture—Agriculture Science—Seed Germination. Kit No. 51. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—26p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agriculture, *Learning Activities, *Learning Modules, *Occupational Information, *Plant Science, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on seed germination are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to seven class periods not including 30 days of monitoring plants and totaling data), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. student answer sheet, plant growth chart)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. list five ways seeds benefit humans, plant two seeds, maintain growing plants). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e. g. vegetable farmer, farmworker, harvest worker) conclude the document. (JH).

ED 169 341 CE 020 526
Jones, Phillip
T & I—Electricity. Power. Kit No. 52. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—39p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Electricity, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on electrical power are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. wiring diagrams)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. assemble an electrical plug, wire a circuit). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an electrician supervisor and an electrician helper conclude the document. (JH).

ED 169 342 CE 020 527
Walker, Larkin V. Jr
Agriculture—Forestry Seedlings. Kit No. 53. Instructor's Manual (and) Student Learning Activity Guide.
Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-I-211-0330
Note—36p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Education, *Forestry, *Horticulture, *Learning Modules, *Occupational Information, *Vocational Education, Behavioral Objectives, Instructional Materials, Learning Activities, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on forestry seedlings are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to eleven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. check sheets, sample application for ordering seedlings)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. write an application to order seedlings, identify five rules for seedling planting, use an increment borer). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a forester aide, fire ranger, forest worker, and tree planter conclude the document. (JH).

ED 169 343 CE 020 528

Lowery, Ann

Home Economics—Food Service Catering. Kit No. 54. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—24p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Food Service Industry, *Home Economics Education, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Catering

An instructor's manual and student activity guide on food service, catering are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. prepare a sandwich suitable for a wedding reception, set up a reception table). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a food service manager and a caterer helper conclude the document. (JH).

ED 169 344 CE 020 529

Lake, Robert J.

T & I—Metalworking, Forging. Kit No. 55. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—34p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Metal Working, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Metal Forging

An instructor's manual and student activity guide on forging are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metalworking). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven to ten periods), activity goals, thirteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication (e. g. student answer sheet and fact sheet)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. forge a chisel shape on a red hot end of metal stock). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e. g, die setter, heavy forger) conclude the document. (JH).

ED 169 345 CE 020 530

Bomar, William

Agriculture—Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-1-211-0330

Note—40p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Engineering, *Agriculture, *Electric Motors, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on agricultural mechanics (electric motors) are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to ten periods), activity goals, eighteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and student worksheets to be duplicated.) The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. disassemble a split-phase motor and clean the points, list thirteen advantages of using electric motor). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an electrician, assembly supervisor, and electric-motor repairer conclude the document. (JH).

ED 169 346 CE 020 531

Brevard, Eddie, Jr

Home Economics—Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—36p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cooking Instruction, *Food Service, *Home Economics Education, *Learning Activities, *Learning Modules, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

Identifiers—Cake Decorating

An instructor's manual and student activity guide on basic cake decorating are provided in this set of prevocational education materials which focuses on the vocational area of home economics (food services). (This set of materials is one of ninety-two prevocational sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, sixteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify the basic tools used in cake decorating, form a zig-zag border, form a daisy). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a cook and pastry cook conclude the document. (JH).

ED 169 347 CE 020 532

Brown, Annie T.

Health Occupations—Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—29p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Allied Health Occupations Education, *Learning Activities, *Learning Modules, *Nurses Aides, *Occupational Information, *Wheel Chairs, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the nursing assistant—assisting patients in using the wheelchair are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, nine instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objective number 1, and masters for duplication (e. g. handout on the parts of a wheelchair)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. label the basic parts of a standard wheelchair, identify the use of each part, assist patient into wheelchair). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for nurse aide, orderly, and hospital entrance attendant conclude the document. (JH).

ED 169 348 CE 020 533

Buddin, David

T & I—Textiles, Cotton Boll. Kit No. 59. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—SC-5058-76-I-211-0330

Note—23p. ; For related documents see CE 020 474-566

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Textiles Instruction, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on the cotton boll are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (textiles). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. pick the reed and chaff from the cotton boll, twist the strands of fiber into one long strand). At the end of each set of instructions is a student check point (evaluation activity). Fourteen occupational descriptions (e. g. card tender, skein winder, weaver, knitting machine operator) conclude the document. (JH).

ED 169 349 CE 020 534

Cope, George

T & I—Graphic Arts, Silk Screen Printing. Kit No. 60. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Voca-

tional Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-1-211-0330
Note—35p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Graphic Arts, *Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Trade and Industrial Education, Behavioral Objectives, Occupational Clusters, Prevocational Education, Teaching Guides
Identifiers—Screen Printing

An instructor's manual and student activity guide on silk screen printing are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (graphic arts). (This set of materials is one of ninety-two prevocational sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication (e. g. student check sheet, alphabet stencil master)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. sketch at least fifteen badge ideas, identify tools and equipment used in silk screen printing and badge activity). At the end of each set of instructions is a student check point (evaluation activity). Eleven occupational descriptions (e. g. screen printer, print-shop helper) conclude the document. (JH).

ED 169 350 **CE 020 535**

Gamble, William

Agriculture—Livestock Management. Kit No. 61. Instructor's Manual (and) Student Learning Activity Guide.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—SC-5058-76-1-211-0330
Note—55p. ; For related documents see CE 020 474-566
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Production, *Agriculture, *Learning Activities, *Learning Modules, *Livestock, *Occupational Information, Behavioral Objectives, Instructional Materials, Occupational Clusters, Prevocational Education, Teaching Guides

An instructor's manual and student activity guide on livestock management are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, nine instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication (e. g. student check sheets)). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e. g. identify the parts of a dairy cow, identify the wholesale cuts of beef). At the end of each set of instructions is a student check point (evaluation activity). Ten occupational descriptions (e. g. livestock-yard attendant, sheep shearer) conclude the document. (JH).

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Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies.

Meeting the Needs of Teachers of Disadvantaged Programs in Pennsylvania. (Final Report.) Vocational-Technical Education Research Report. September 1978, Volume 16, Number 15.
ED 166 374

Pickens Area Vocational-Technical School, Jasper, Ga.

Technical Report of an Evaluation/Follow-Up System. (Volume 1).
ED 167 743

User's Guide for an Evaluation/Follow-Up System. (Volume 2).
ED 167 744

Pittsburgh Univ. Pa. School of Education.

Expanding and Updating the Knowledge and Skills in Clothing-Related Services of Home Economics Trained Persons by Means of Inservice Training Utilizing Community Resources. Final Report.
ED 166 407

Policy Studies in Education, New York, N.Y.

Status of Career Education in the State of Michigan. An Evaluation of Current State, Regional, and Local Efforts in Career Education.
ED 167 696

Rand Corp. Santa Monica, Calif.

Family Formation, Labor Market Experience, and the Wages of Married Women.
ED 166 414

Research for Better Schools, Inc. Philadelphia, Pa.

Overview and Student Activities for the Research for Better Schools Model.
ED 167 712

RJ Associates, Inc. Arlington, Va.

The Navajo Vocational Education Network Strategy: Region I. Final Report.
ED 167 771

Occupational Choice: Do Traditional and Non-Traditional Women Differ.
ED 167 742

Russell (Harold) and Associates, Inc. Waltham, Mass.

Affirmative Action/Vocational Rehabilitation and Employment of the Handicapped: "What's In It for Me"? Resource Guide for Employers.
ED 167 769

Sam Houston State Univ. Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Issues and Trends in Criminal Justice Education. Criminal Justice Monograph. Vol. VIII, No. 5.
ED 166 389

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.

A Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys, October, 1977. Parts I to IV.
ED 166 439

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Agriculture—Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 345

Agriculture—Agricultural Production 1, Seed Bed. Kit No. 6. Instructor's Manual

(and) Student Learning Activity Guide.
ED 169 295

Agriculture—Agricultural Sales and Service. Kit No. 21. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 310

Agriculture—Agriculture Science—Seed Germination. Kit No. 51. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 340

Agriculture—Forestry Seedlings. Kit No. 53. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 342

Agriculture—Forestry. Kit No. 31. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 320

Agriculture—Horticulture. Kit No. 36. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 325

Agriculture—Livestock Management. Kit No. 61. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 350

Agriculture—Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 330

Cabinetmaking. Kit No. 13. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 302

Cosmetology. Kit No. 3. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 292

D.E.—Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 335

D.E.—Fashion Merchandising. Kit No. 43. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 332

DE—Basic Merchandising Mathematics. Kit No. 29. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 318

Distributive Education—Cashiering. Kit No. 19. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 308

Health Occupations—Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 347

Health Occupations—Practical Nurse. Kit No. 45. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 334

Health Occupations—Thermometer. Kit No. 2. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 291

Home Economics—Child Care Services. Kit No. 15. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 304

Home Economics—Child Care Services. Kit No. 24. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 313

Home Economics—Food Service Catering. Kit No. 54. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 343

Home Economics—Food Service, Restaurant. Kit No. 17. Instructor's Manual (and) Student Activity Guide.
ED 169 306

Home Economics—Food Services. Kit No. 18. Instructor's Manual (and) Student Learning Activity Guide—Measuring Liquids, Measuring Solids, Weighing.
ED 169 307

Home Economics—Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 346

Home Economics—Housing and Home Furnishings. Kit No. 37. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 326

In-Basket Simulation: Office Procedures. Teacher (and Student Manuals), B. Secretary to the Manager of an Installment Loan Department of a Bank.
ED 166 450

In-Basket Simulation: Typing. Teacher (and Student Manuals), B. Auditing Clerk-Typist.
ED 166 451

In-Basket Simulation: Word Processing. Teacher (and Student Manuals), A. Administrative Secretary for a Paper Company.
ED 166 452

In-Basket Simulation: Word Processing. Teacher (and Student Manuals), A. Administrative Secretary for the Office of the State Treasurer.
ED 166 453

Metal Work—Making a Hanging Basket Bracket. Kit No. 22. Instructor's Manual (and) Student Learning Activity Manual.
ED 169 311

Metal Work: Making an Adjustable C-Clamp. Kit No. 23. Instructor's Manual (and) Student Learning Activity Manual.
ED 169 312

Office Occupations—Accounting. Kit No. 8. Instructor's Manual (and) Student Activity Guide.
ED 169 297

Office Occupations—Accounting, Banking. Kit No. 26. Instructor's Manual (and) Student Learning Activity Guide: Part 1.
ED 169 315

Office Occupations—Business Communications. Kit No. 20. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 309

Office Occupations—General Clerical. Kit No. 12. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 301

Office Occupations—General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 323

Office Occupations—General Clerical, Consumer. Kit No. 25. Instructor's Manual (and) Student Learning Activity Guide—Group Interaction.
ED 169 314

Office Occupations—Keypunch. Kit No. 38. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 327

Office Occupations—Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 298

Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum.
ED 169 289

T & I—Auto Mechanics. Electrical System. Kit No. 48. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 337

T & I—Auto Service Repair. Kit No. 14. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 303

T & I—Automotive Body Repair. Kit No. 49. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 338

T & I—Basic Electricity. Kit No. 4. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 293

T & I—Building Construction, Safety. Kit No. 1. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 290

T & I—Building Construction, Wall Section. Kit No. 40. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 329

T & I—Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 300

T & I—Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 305

T & I—Electricity. Power. Kit No. 52. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 341

T & I—Graphic Arts, Silk Screen Printing. Kit No. 60. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 349

T & I—Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 336

T & I—Masonry. Kit No. 10. Instructor's Manual (and) Student Learning Activity

Guide.
ED 169 299

T & I—Metalworking, Forging. Kit No. 55. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 344

T & I—Painting and Decorating. Kit No. 5. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 294

T & I—Sheet Metal. Kit No. 44. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 333

T & I—Small Appliance Repair. Kit No. 30. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 319

T & I—Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 296

T & I—Tailoring. Kit No. 50. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 339

T & I—Textiles, Cotton Boll. Kit No. 59. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 348

T & I, Power Mechanics. Kit No. 35. Instructor's Manual (and) Student Learning Activity Guide.
ED 169 324

Task Simulation: Introduction to Business. Teacher (and Student Manuals), B. Treasurer of a Community Theater.
ED 166 444

Task Simulation: Office Procedures. Teacher (and Student Manuals), B. Clerk-Typist Activities.
ED 166 445

Task Simulation: Typing. Teacher (and Student Manuals), B. Board Meeting Preparation.
ED 166 446

Task Simulation: Word Processing. Teacher (and Student Manuals), B. Correspondence Secretary.
ED 166 447

Task Simulation: Word Processing. Teacher (and Student Manuals), B. Correspondence Secretary in a Word Processing Center.
ED 166 448

Task Simulation: Word Processing. Teacher (and Student Manuals), C. Correspondence Secretary in a Department Store.
ED 166 449

Task Simulation: Word Processing; Teacher (and Student Manuals), A. Word Processor.
ED 166 443

World of Work—Choosing a Career. Kit No. 33. Instructor's Manual.
ED 169 322

World of Work—Education and Jobs. Kit No. 39. Instructor's Manual.
ED 169 328

World of Work—Personality Development. Kit No. 32. Instructor's Manual.
ED 169 321

World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual.
ED 169 316

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Field-Based Inservice Course for Home Economics Teachers. Two Year Report: 1975—1977. (Community Service Report).
ED 167 709

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education. (Phase I) Final Report.
ED 166 410

Technical Education Research Center, Waco, Tex.

A Dissemination Model for New Technical Education Programs. Final Report.
ED 166 431

Unified Technical Concepts—Phase I. (Modularizing Instructional Materials Using Applications of Technical Concepts). Final Report.
ED 169 222

Texas A and M Univ. College Station. Dept. of Agricultural Economics and Rural Sociology.

Follow-up of Agricultural Education Graduates from Texas A&M University for the Years 1965-1971. Departmental Information Report No. 78-6.
ED 167 780

Thomas Buffington and Associates, Washington, D.C.

Profiles of Career Education Projects. Fourth Year's Program, Fiscal Year 1978 Funding.
ED 167 775

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program.

The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential.
ED 169 278

Washington State Univ. Pullman. Coll. of Education.

Defining Teacher Education for Health Occupations. Final Report.
ED 167 767

Washington Univ. Seattle. Educational Assessment Center.

The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites.
ED 169 220

Watertown Independent School District 1, S. Dak.

Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities. Second Interim Report.
ED 169 214

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Occupational Advisory Committees: A Theoretical Model to Meet Current Societal Trends.
ED 166 541

Wisconsin Univ. - Stout, Menomonie. School of Home Economics.

Concept Structure of Freshman Home Economics Majors with Implications for Teacher Education.
ED 167 731

Women's Bureau (DOL), Washington, D.C.

A Woman's Guide to Apprenticeship.
ED 167 837

Women in Nontraditional Jobs: A Conference Guide. Increasing Job Options for Women.
ED 167 754

Women in Nontraditional Jobs: A Program Model. Boston: Nontraditional Occupations Program for Women.
ED 167 756

Women in Nontraditional Jobs: A Workshop Model. Working with Employers to Develop Jobs.
ED 167 755

Women's Educational Equity Communications Network, San Francisco, Calif.

Apprenticeship and Other Blue Collar Job Opportunities for Women.
ED 167 741

Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students.
ED 166 379

Worldwatch Inst. Washington, D.C.

Worker Participation—Productivity and the Quality of Work Life. Worldwatch Paper 25.
ED 167 748

SAMPLE PROJECT RESUME

Accession Number
Project Director
Organization
Address
Telephone Number
Funding Period
Fiscal Year Funding
Descriptors
Identifiers

80-0000
Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.
Project Director: Hooper, James
Organization: Seward County Community Junior College
Address: Liberal, KS 67801
Telephone: (903) 781-9002
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control Number: 80-133-11
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,680
Note: This project also received $8,680 in local funds for FY 1980.
Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis
Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

Title
Sponsoring Agency
Contract or State Control Number
Descriptive Note
Abstract

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

FLORIDA

Exemplary and Innovative (Sec. 132)

000035

Catalog of Innovations Development, 1980.

Project Director: Hinely, Hugh
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6029
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C17
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,000
Descriptors: *Educational Innovation, *Annotated Bibliographies, *Information Dissemination, *Program Descriptions, *Research Projects
Identifiers: State, Proposal

A catalog of innovations development for 1980 will provide vocational education personnel with information about exemplary programs and familiarize them with research projects which are influencing vocational education practices in Florida. Descriptions of each research project will include the scope, purpose, and findings.

Curriculum Development (Sec. 133)

000036

Florida Educator's Information Service (Continuation).

Project Director: Lathrop, Robert
Organization: Florida State University, Tallahassee, FL 32306
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1E11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $124,000
Descriptors: *Information Services, *Instructional Materials, *Information Retrieval, *Educational Resources, Curriculum Research, Administrative Personnel, Information Dissemination, Competency Based Education
Identifiers: State, Proposal

An information search service will be developed to identify and acquire the instructional materials and research results developed in Florida and elsewhere. The service will provide information about and access to these materials and will assist all vocational instructors, supervisors, administrators, and division personnel in obtaining copies of desired materials, including microfiche. This availability of in-depth searches and recent information and research evaluation and material development will assist educators to develop and install competency-based programs.

ILLINOIS

Research (Sec. 131)

000050

Health Occupations Education Planning Project (Continuation).

Project Director: Dawson-Saunders, Beth; Barr, Jason
Organization: Southern Illinois University, School of Medicine, P.O. Box 3926, Springfield, IL 62708
Telephone: (217) 782-4418
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-20-X-0141-258
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $71,472
Descriptors: *Allied Health Occupations Education, *Occupational Surveys, *Career Education, *Occupational Information
Identifiers: State, Proposal

Data will be collected on allied health occupations job definitions, educational requirements, licensing/certification requirements, training programs, salary ranges, and job availability; new occupations and occupations not previously associated with health care will be identified. The information will be compiled in a career guide for students and career counselors. A technical report will be prepared for use in planning research and educational activities.

000051

Methods and Materials for Entrepreneurship Education—Phase 3.

Project Director: Scanlon, Thomas J. Sredl, Henry
Organization: University of Illinois, 349 Administration Building, Urbana, IL
Telephone: (217) 333-1298
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-30-D-0415-131
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $53,000
Descriptors: *Business Education, *Community Colleges, *Course Evaluation, *Instructional Materials, Postsecondary Education
Identifiers: State, Proposal, *Entrepreneurship Programs

A field test of the entrepreneurship education materials will be conducted in six community colleges; and field test instructors, students and Division of Adult, Vocational, and Technical Education consultants will provide formal and informal input as to the material's usefulness and effectiveness. At least one evaluation conference will be held to revise the materials; alternative procedures for implementing the materials will be identified; and a student assessment inventory will be developed to evaluate the material's effectiveness. Supplemental reading materials also will be developed. Five hundred copies of the materials and a final report will be produced.

000052

Modular Curriculum Guides for Homemaking as a Career (Continuation).

Project Director: Oldham, Mary Jo; Beal, Sue
Organization: Southeastern Illinois College, R.R. 4, College Drive, Harrisburg, IL 62946
Telephone: (618) 252-6376
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-30-D-0415-147
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $40,000
Descriptors: *Community Colleges, *Learning Modules, *Curriculum Guides, *Home Economics, *Career Education, Postsecondary Education, Adult Education, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Modular curriculum units for use by community colleges for career programs in home economics will be revised using data gathered from experience as well as input from consultants, teaching staff, and students; the modules will be tested in classes at Southeastern Illinois College. Usable curriculum guides will be prepared for dissemination. The materials will be suitable for adult groups, and selected modules will be adaptable for secondary students. One camera-ready copy of modules for ten courses and support materials will be delivered.

000053

Technical Assistance and Dissemination System: Illinois Special Needs Populations—Dissemination.

Project Director: Batsche, Catherine
Organization: Illinois State University, Turner Hall 202C, Normal, IL 61761
Telephone: (309) 436-6022
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-30-K-2711-137
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $99,826
Descriptors: *Disadvantaged Youth, *Technical Assistance, *Inservice Teacher Education, *Information Dissemination, *Instructional Materials, *Exceptional Persons, Sex Fairness, Diffusion, Exhibits, Newsletters, Institutes Training Programs
Identifiers: State, Proposal

Statewide diffusion, inservice, and impact activities related to handicapped and disadvantaged students will be coordinated through the technical assistance and dissemination system; inservice and technical assistance will be provided. Materials necessary to carry out dissemination activities will be prepared, including the occupational clusters guides, the compendium, the identification and assessment system, NES slide/tape modules, and the inservice resource guide. Priority will be given in instruction for using these materials in a sex-fair manner. Ongoing dissemination activities will include statewide conferences, exhibits, teacher institutes, newsletters, and materials development and reproduction. A two-year research program will be designed during the second project quarter to include investigation of areas such as curriculum, impact, follow up, finance, and long range planning for special populations. A final report will be delivered.

000054

Developing and Demonstrating a Mining Occupations and Land Reclamation Program for Secondary Schools.

Project Director: Smith, Dean O. Lambert, Raymond F.
Organization: Pickneyville Community High School, East Water Street, Pickneyville, IL 62274
Telephone: (618) 357-9651
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-40-X-0413-128
Funding Period: Start Date 06 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $34,734
Descriptors: *School Industry Relationship, *Information Dissemination, *Teaching Methods, *Cooperative Programs, *Land Use, Secondary Education
Identifiers: Land Reclamation, State, Proposal, Mining

A secondary program in mining occupations and land reclamation which demonstrates ways vocational and technical educators may use to recognize societal problems and work with industry and government to correct them will be publicized through brochures, demonstration days, and presentations to vocational educators. A minimum of 1,000 brochures will be mailed to educators and others in selected Illinois counties. A final report on demonstration activities will be delivered.

000055

Project MAVE (Model for Articulated Vocational Education) (Continuation).

Project Director: Vanek, Carol
Organization: South Holland School District 151, 320 E. 161st Place, South Holland, IL 60473
Telephone: (312) 339-5544
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R31-40-X-0415-293
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $38,000
Descriptors: *Articulation Program, *Program Guides, *Information Dissemination, *Program Evaluation
Identifiers: State, Proposal

Project staff will facilitate use of the articulation guide and process model at the project's existing sites; obtain eight new sites to further diffuse the program throughout the state; and continue to evaluate the guide at phase 3 and phase 4 implementation sites for its effectiveness, feasibility, and desirability in various educational settings. A network to disseminate project materials will be developed. Twelve copies of a final report will be delivered.

000056

Community Career Resources Program (Continuation).

Project Director: Keegan, Janice H.
Organization: Boone-Winnebago Regional Office of Education, Courthouse Building, Room 712, Rockford, IL 61101
Telephone: (815) 987-3060
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-5-0-X-0264-134
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,350
Descriptors: *Career Education, *School Business Relationship, *School Community Relationship, *Community Resources, *Occupational Information
Identifiers: State, Proposal

Area labor leaders, businesses, and educators will cooperate to provide a career education program for area schools to include integrating career education into the regular curriculum; providing students with awareness of characteristics, needs, and work philosophies of area business and labor; and providing students with an awareness of the increasing variety of career opportunities. Procedures will include classroom resource speakers, job site visits, and individual interviews; revision and expansion of a community career resources guide; expansion of the number of cooperating area employers; creation of a regional office of education newsletter; development of a slide presentation of career education activities; and meetings with a business-labor-education advisory council. A review of area vocational training opportunities will be included in the classroom presentation; classrooms as well as individual students and teachers will have the opportunity to visit the Rockford Area Vocational Center. A final report will be delivered.

000057

Analysis of the Cause and Result of Position Changes by In-

dustrial Educators,

Project Director: Tomlinson, Robert M.
Organization: University of Illinois, 345 Education Building, Urbana, IL 61801
Telephone: (217) 333-2757
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0413-368
Funding Period: Start Date 15 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $1,296
Descriptors: *Industrial Education, *Trade And Industrial Teachers, *Teaching Qualifications, *Career Change, *Teacher Employment
Identifiers: State, Proposal

In the first phase of this project to help provide more qualified industrial education teachers, data will be collected from attendance centers and teachers in two geographic areas who changed positions from the 1978-79 to the 1979-80 school year. A final report will be written.

000058

Implementation and Demonstration of a Marketing Program.

Project Director: Rosser, V.B
Organization: Decatur Public School District 61, 101 West Cerro Gordo, Decatur, IL 62523
Telephone: (217) 424-3000
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0415-286
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,062
Descriptors: *Marketing, *Student Recruitment, *Program Development, *Publicity, Secondary Education, Information Dissemination
Identifiers: State, Proposal

A secondary level, comprehensive marketing program will be planned, developed, implemented, and demonstrated to develop student interest, acquire participating schools' cooperation, and to recruit a sufficient number of students upon implementation of the introductory and general marketing instruction phases of the program. Also, the program will provide instructional and administrative personnel with an opportunity to observe and receive information about exemplary materials developed by the department of adult, vocational, and technical education (DAVTE). Project staff will identify which of the fifteen programs recommended by DAVTE show sufficient job opportunities in the greater Decatur area to justify establishing an instructional program. A promotional presentation using brochures; media releases; and a slide/tape presentation for student, teacher, and community use will be developed. Specialized marketing consultants will provide inservice and other assistance in developing the program. An orientation, introductory and general marketing curriculum will then be initiated for the Decatur area vocational center program. Information and data to determine the project's impact on the target populations and the community, and the transportability of the program to other local education agencies will be collected. A report will be written.

Exemplary and Innovative (Sec. 132)

000062

Implementation of Field-Tested Uses of the Computerized Vocational Career Information Program, 'Career Spectrum'.

Project Director: Musgrove, Paul B. and Others
Organization: Tri-County Industry-Education-Labor Council, Lincoln Hall, Illnois Central College, East Peoria, IL 61635
Telephone: (309) 694-6418
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-30-X-0264-285
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $22,800
Descriptors: *Career Education, *Inservice Education, *Computer Oriented Programs, *Occupational Information, Information Dissemination, Elementary Secondary Education
Identifiers: State, Proposal

Career education courses being offered in high schools and grade schools will be improved and enriched by using Career Spectrum as the basis; counselors, vocational teachers, and coordinators will be trained in the use of Career Spectrum through inservice training and workshops. Current modules will be expanded to include information about vocational training programs in the tri-county area. A survey will be completed to obtain information about available training programs. Field-tested uses of Career Spectrum will be disseminated.

000001

Consortium of Vocational Educators and Employers (COVEE) Work Program 1979-80.

Organization: Consortium of Vocational Educators and Employers, 201 Hillsboro, Box 600, Edwardsville, IL 62025
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-30-X-0426-197
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $37,007
Descriptors: *Consortia, *School Industry Relationships, *Program Development, Inservice Education, Employment Projections, Networks, Cooperative Planning, Employment Qualifications, Entry Workers
Identifiers: State, Proposal

Staff and resources will be developed to carry out five to eight inservice training programs; develop and disseminate information on entry-level skill requirements for various occupations; publish occupational supply and demand projections for COVEE's seven-county region; expand linkages with the Chamber of Commerce, career guidance centers, parent groups, labor organizations, and others; and publicize COVEE and its activities. A report, 'Regional Projections, Occupational Supply and Demand,' will be published.

000063

Experienced-Based Education.

Project Director: Hubbard, Mary Ann
Organization: Decatur Public School District 61, 101 West Cerro Gordo Street, Decatur, IL 62523
Telephone: (217) 424-3076
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-40-X-4110-331
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Instructional Materials, *Career Education, *Experiential Learning, * Resource Materials, Technical Assistance, Secondary Education
Identifiers: *Experience Based Career Education Program, State, Proposal

All Experience-Based Education (EBE) materials and personnel will be offered formally or informally to district staff and students. Objectives will include institutionalizing EBE with district staff, helping students make a smooth transition from high school to the world of work, and making teachers aware of EBE so their curriculum will be more relevant. A final report will be delivered.

000064

Tri-County Industry-Education-Labor Project (Continuation).

Project Director: Musgrove, Paul B. and Others
Organization: Tri-County Industry-Education-Labor Council, Lincoln Hall, Illnois Central College, East Peoria, IL 61635
Telephone: (309) 694-6418
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-50-X-0264-110
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $47,287
Descriptors: *School Business Relationship, *School Community Relationship, *Community Resources, Interagency Cooperation, Cooperative Planning, Curriculum Development, Vocational Adjustment, Occupational Information
Identifiers: State, Proposal

Communication among education, labor, business, industry, agriculture, government, professions, and the community at large will be encouraged and improved through both formal and informal cooperation. Services and activities will be promoted to help youths make the transition to the world of work; comprehensive, innovative vocational education curriculum will be developed to relate to the world of work; and use of community resource people in the classroom will help provide knowledge and skills youth need to become qualified for employment in meaningful and rewarding occupations. Evaluation instruments will be developed.

Curriculum Development (Sec. 133)

000068

Competency-Based Occupational Instruction—Inservice Models.

Project Director: Elston, Terri
Organization: Bremen High School District 228, 15233 S. Pulaski Road, Midlothian, IL 60445
Telephone: (312) 389-1175
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-33-20-X-0424-224
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $39,309
Descriptors: *Competency Based Education, *Vocational Education Teachers, *Inservice Teacher Education, *Teacher Workshops, *Teaching Methods, * Curriculum Development
Identifiers: State, Proposal
Descriptive Note: 03

The validated inservice model in Competency-Based Occupational instruction, a means to provide information on concepts, philosophy, and process of competency-based instruction and information as to how V-TECS and other validated task lists can be used to develop curriculum, will be delivered to vocational educators as requested. A series of six in-depth model workshops will be developed, modified, and delivered at four locations in Illinois. A final report will be written.

000069

Illinois Vocational Technical Education Consortium of States (V-TECS) Study—Phase 2.

Project Director: Pledge, M. Hattwick, R.
Organization: Western Illinois University, 900 W. Adams, Macomb, IL 61455
Telephone: (309) 298-1594
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-33-20-X-0441-189
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $48,926
Descriptors: *Reprography, *Behavioral Objectives, *Criterion Referenced Tests, *Task Performance, CheckLists, Competency Based Education, Secondary Education, Postsecondary Education
Identifiers: Track Layers, Duplicating Operators, *Vocational Technical Education Consortium States, State, Proposal

Fifty copies of the V-TECS catalog for track layers and the field review catalog for duplicating operators will be completed. If time allows, a third subject will be selected and the state-of-the-art study begun.

000070

Competency-Based Curriculum in Two Agribusiness Tasks.

Project Director: Legacy, James
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 536-7733
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R33-30-X-0442-102
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,383
Descriptors: *Competency Based Education, *Horticulture, *Agribusiness, *Task Analysis, *Curriculum Guides, Curriculum Development, Inservice Teacher Education, Meat Packing Industry, Grains Food, Off Farm Agricultural Occupations
Identifiers: State, Proposal

Project staff will validate tasks and conduct a national search for teaching materials in meat processing and grain elevator operation; a list of teacher-determined curriculum development priorities will be developed also. A self-instructional, competency-based curriculum guide for horticulture teachers will be developed; fifteen horticulture teachers will be selected for inservice training to field test the guide. Products will be shared with Indiana, which is developing competency-based curriculum in other agribusiness areas. A final report will be written.

000071

Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods.

Project Director: Oen, Urban T.
Organization: DuPage Area Vocational Education Authority Center, 301 North Swift Road, Addison, IL 60101
Telephone: (312) 620-8770
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R33-30-X-4111-130
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $62,255
Descriptors: *Demonstration Centers, *Competency Based Education, *Consortia, *Inservice Education, Curriculum Guides, Curriculum Development
Identifiers: State, Proposal

The DAVEA Center will be continued as a demonstration site for competency-based vocational education. The center will continue to train interested teachers and administrators to establish a performance based, individually guided learning delivery system; and a consortium of up to ten schools will work with the center director to develop up to ten competency-based curriculum guides. Materials developed by the consortium members will be shared with other Illinois consortium schools. A final report will be written.

INDIANA

Curriculum Development (Sec. 133)

000072

Curriculum Articulation between Secondary and Postsecondary Levels (Continuation).

Project Director: Carter, Meredith L.
Organization: Indiana Vocational-Technical College, 1315 E. Washington Street, Indianapolis, IN 46202
Telephone: 635-6100
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis
Contract/Control No.: 12-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $35,000
Descriptors: *Competency Based Education, *Instructional Materials, *College High School Cooperation, *Articulation Program, *Criterion Referenced Tests, Inservice Teacher Education, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Ivy Tech region 8 staff will receive in-service training in developing performance-based curriculum using available V-TECS materials and other task listings, and in using materials and media related to performance-based curriculum. A minimum of six programs and ten domains will be chosen from the following areas for joint curriculum development and secondary/postsecondary articulation: automotive mechanics programs, nursing assistant program, machine tool and welding program, industrial maintenance program, heating and air conditioning program, and clerk typist program. Articulation plans will be field tested and revised based on data collected and administrative and staff input.

000073

Develop and Field Test Domain-Referenced Tests in Auto Mechanics.

Project Director: Keiser, Jerry C.
Organization: Indiana Vocational Technical College, 616 Wabash

Avenue, Lafayette, IN 47905
Telephone: (317) 423-1533
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis
Contract/Control No.: 21-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $2,424
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Tests Construction, *Criterion Referenced Tests, Auto Mechanics
Identifiers: State, Proposal

Selected vocational automotive staff will be trained in domain-referenced test (DRT) construction and will then develop and field test DRTs for one to three domains in auto mechanics. Participants will be trained to identify learning content; establish content limits; and categorize content into cognitive, psychomotor, and other areas for testing. Trained staff could then serve as trainers for future performance-based curriculum development projects.

KANSAS

Curriculum Development (Sec. 133)

000089

Solar Curriculum Development in State Community Colleges and Area Vocational Technical Schools.
Project Director: Hooper, James
Organization: Seward County Community Junior College, Liberal, KS 67901
Telephone: (316) 624-1951
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,680 (Charged to FY 1979)
Descriptors: *Solar Radiation, *Paraprofessional Personnel, *Learning Modules, *Task Analysis, Curriculum Development, Manpower Development, Community Colleges, Secondary Education, Postsecondary Education, Area Vocational Schools
Identifiers: State, Proposal
Descriptive Note: This project also received $8,680 in local funds for FY 1979

A solar curriculum adaptable to short term, intensive and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

000090

Competency-Based Curriculum Guides for Vocational Education Training in Alternate Energy.
Project Director: Guild, Don
Organization: Seward County Community Junior College, Liberal KS 67901
Telephone: (316) 624-1951
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-12
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $9,700 (Charged to FY 1979)
Descriptors: *Energy, *Solar Radiation, *Paraprofessional Personnel, *Curriculum Guides, *Competency Based Education, Curriculum Development, Program Development, Construction Industry, Entry Workers, Postsecondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $9,700 in local funds for FY 1979

Technicians trained for alternate energy occupations and a model curriculum package will result from this project to design basic core curricula for dealing with the energy crisis and for training solar technicians for entry-level positions in the construction industry. Competency-based curriculum guides will be disseminated to postsecondary institutions to implement training programs for alternate energy technicians. Available materials relating to energy will be collected and analyzed. Curriculum guides to support existing related curriculum will be developed in two phases: eleven for awareness in phase 1 and eight for training in phase 2.

000091

Safety Awareness Handbook.
Project Director: Ebert, C. Smiley
Organization: Unified School District 259, Wichita, KS 67211
Telephone: (316) 265-0771
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-13
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $12,000 (Charged to FY 1979)
Descriptors: *Faculty Handbooks, *School Safety, *Safety Education, Program Development, Accident Prevention
Identifiers: State, Proposal

A Safety Awareness Handbook to promote school safety and provide a guide for course implementation for safety awareness will be published and made available from the Kansas Vocational Curriculum Dissemination Center. A steering committee will be established to determine format and to revise and approve materials for the handbook which will provide direction in accident prevention, defense, and protection. Writing teams will be formed.

000092

Develop Materials on Metrics for the World of Work.
Project Director: Albracht, James
Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS 66506
Telephone: (913) 532-5535
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-15
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,500 (Charged to FY 1979)
Descriptors: *Metric System, *Instructional Materials, Vocational Education Teachers, Teacher Workshops, Curriculum Development
Identifiers: State, Proposal
Descriptive Note: This project also received $1,073 in local funds for FY 1979

Sixty vocational instructors and approximately 300 vocational students will be introduced to the use of metrics in the world of work, and comprehensive materials for metrics instruction will be made available to Kansas vocational educators. Workshops will be conducted to assist instructors in developing materials for metrics instruction. The materials developed will then be trial tested by instructors, evaluated by project staff, and disseminated.

000093

Dissemination of the Revised and Updated Business Education Guideline Handbook.
Project Director: Metcalf, Richard
Organization: Flint Hills Area Vocational-Technical School, Emporia, KS 66801
Telephone: (316) 342-6404
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-16
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000 (Charged to FY 1979)
Descriptors: *Faculty Handbooks, *Guidelines, *Business Education, Curriculum Guides, Business Education Teachers, Teacher Education, Instructional Materials
Identifiers: State, Proposal

Two thousand copies of the revised and updated Business Education Guideline Handbook will be disseminated to business education programs (office education, distributive education, and others) to improve the quality of training. Flint Hills Area Vocational-Technical School will develop, edit, assemble, and initially disseminate the handbook.

KENTUCKY

Exemplary and Innovative (Sec. 132)

000097

How to. . Strategies for Sex Equity.

Project Director: Stiegler, C. B.

Organization: Northern Kentucky University, Highland Heights, KY 41076

Telephone: (606) 292-5165

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort

Contract/Control No.: G56880013F

Funding Period: Start Date 15 Aug 79; End Date 15 May 80

Fiscal Year Funding: $31,252

Descriptors: *Pamphlets, *Sex Stereotypes, *Sex Discrimination, *Nontraditional Occupation, *Teaching Methods, *Student Recruitment

Identifiers: State, Proposal

A booklet of guidelines will be developed to help administrators, teachers, counselors, advisory committee members and students become aware of sex bias/stereotyping in particular vocations. The booklet will include solutions to barriers which discourage either sex from enrolling in particular vocational programs, recruitment activities for those programs identified as having bias/stereotyping in instructional techniques used in vocational programs. A multimedia packet for statewide use and a follow-up form for evaluating the packet will be developed. A list of successful people, who could serve as resources for educators and role models for students, in nontraditional careers in Kentucky will be compiled.

000003

Needs Assessment of Comptency-Based Vocational Education (CBVE) Applications and Articulation with Industrial Education Levels 2 and 3.

Project Director: Putnam, A. R.

Organization: Morehead State University, Morehead, KY 40351

Telephone: 783-5103

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $20,000

Descriptors: *Needs Assessment, *Competency Based Education, *Industrial Education. *Articulation Education

Identifiers: State, Proposal

A needs assessment plan for region 9 will be developed to determine competencies for level 2 industrial education programs. Competencies that should be taught at levels 1 and 2 will be articulated with competencies being taught at level 3, based on the state's continuum of industrial education at the exploration, orientation, and preparation levels. An evaluation model also will be developed, and recommendations will be made for its use statewide.

MINNESOTA

Curriculum Development (Sec. 133)

000104

Modify and Update the Products of the Tri-Level Advisory Committee Report.

Project Director: Engelland, Raymond A.

Organization: Willmar Area Vocational-Technical Institute, Willmar, MN 56201

Telephone: (612) 235-5114

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 2-CD-80/MN-80-94-482-1-02-CD-133

Funding Period: Start Date 17 Jul 79; End Date 30 Oct 79

Fiscal Year Funding: $2,450

Descriptors: *Group Dynamics, *Advisory Committees, *Manuals, Costs, Videotape Recordings

Identifiers: State, Proposal

The advisory committee handbook will be modified to reflect requested changes, and the feasibility and cost of video presentation will be determined. Project staff will review literature to develop a section on group dynamics and to improve the section on agendas. One thousand copies will be delivered to the Minnesota Instructional Materials Center.

000105

Energy Curriculum for Farm Business Management—Phase 2.

Project Director: Wacholtz, Marlin

Organization: Granite Falls Area Vocational-Technical Institute, 15th Street and 11th Avenue, Granite Falls, MN 56241

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 4-CD-80/MN-80 94-482-2-04-CD-133

Funding Period: Start Date 20 Aug 79; End Date 28 Feb 80

Fiscal Year Funding: $2,500

Descriptors: *Farm Management, *Recordkeeping, *Systems Development, *Energy, *Instructional Materials, Energy Conservation, Data Analysis, Evaluation Methods, Curriculum Development

Identifiers: State, Proposal

Instructional units on an energy recordkeeping system for the farm management curriculum will be developed to make farmers more conscious of their use of energy and more energy efficient. After researching existing record systems, an energy recordkeeping system for use with the Minnesota Farm Account Book will be developed. A record analysis system suitable for electronic processing for evaluating these materials will then be developed.

000102

Inservice of Health Occupations Curricula for American Vocational-Technical Institute Staff.

Project Director: Wandrei, Joanne

Organization: Minneapolis American Vocational Technical Institute, 1101 Third Avenue South, Minneapolis, MN 55404

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 5-CD-80/MN-80-94-482-2-05-CD-133

Funding Period: Start Date 01 Oct 79; End Date 30 Dec 79

Fiscal Year Funding: $1,650

Descriptors: *Inservice Education, *Allied Health Occupations Education, *Curriculum Guides, *Adult Education, Curriculum Development, Instructional Materials, Area Vocational Schools

Identifiers: State, Proposal

Representatives from all Minnesota area vocational and technical institutes will attend a one-day workshop to receive inservice training on the health occupations curriculum. Curriculum materials will be provided, and methods will be identified to use and adapt curriculum to local educational needs for adult education. A completed book of all new courses will be available.

000103

Curriculum Development in Respiratory Therapy.

Organization: Anoka-Hennepin Area Vocational-Technical Institute, Box 191, Anoka, MN 55303

Telephone: (612) 427-1880

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 6-CD-80-MN-80-94-482-1-06-CD-133

Funding Period: Start Date 01 Dec 79; End Date 31 Oct 80

Fiscal Year Funding: $2,500

Descriptors: *Inhalation Therapists, *Allied Health Occupations Education, *Individualized Instruction, *Adult Education, *Learning Modules, Curriculum Development, Metabolism, Blood Circulation

Identifiers: State, Proposal

To upgrade and review skills of respiratory therapy practitioners, individualized curriculum packets will be developed for home care and rehabilitation and arterial blood gases. If time and money permit, a packet on basic pulmonary functions also will be prepared. Materials will be disseminated and new personnel will be trained.

NEW JERSEY

Curriculum Development (Sec. 133)

000117

Career Education for the Handicapped: A preservice Curriculum Model for Industrial and Special Education Teachers.

Project Director: Barnhart, David; Van Nest Melbourne
Organization: Kean College, Morris Avenue, Union, NJ 07083
Telephone: (201) 527-3063
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 810
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $15,043
Descriptors: *Teacher Education Curriculum, *Special Education, *Industrial Education, *Career Education, *Mainstreaming, *Preservice Teacher Education, *Exceptional Persons
Identifiers: State, Proposal

Project staff will develop a preservice teacher training curriculum to provide industrial eduction and special education students with the skills needed to offer appropriate career education programs to handicapped students. Curriculum materials will be reviewed, and facilities with special programs for the handicapped will be visited to determine specific skills needed by the handicapped for employment and training needs of industrial education and special education teachers. Skills and needed training areas will be incorporated into a concentration consisting of three parts: a core of courses in special education to be completed by industrial studies majors; a core of courses in industrial education to be completed by special education majors; and a core of courses in career education, mainstreaming, and specific education for the handicapped for students from both departments.

000118

Competency-Based Vocational Curriculum Development Project.

Project Director: Newman, Robert C.
Organization: Ocean County Vocational-Technical Schools, Old Freehold Road and Bay Lea, Toms River, NJ 08753
Telephone: (201) 240-6414
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 817
Fiscal Year Funding: $19,764
Descriptors: *Competency Based Education, *Instructional Materials, Equipment Maintenance, Marine Technicians, Masonry, Child Care Occupations, Commercial Art, Printing
Identifiers: State, Proposal

Competency based curricula will be developed in electromechanical equipment repair, marine trades, masonry trades, child care/child educational program assistants, and commercial art/printing trades. A curriculum writer will work with a vocational instructor and advisor committee who will validate and comment on the materials being developed. Copies of the course materials will be disseminated statewide.

000119

Curriculum Development for Today's Technology.

Project Director: Cotugno, Dominic
Organization: Camden City Public Schools, 34th & High Street, Camden, NJ 08105
Telephone: (609) 541-1181
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 824
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $9,300
Descriptors: *Instructional Materials, *Student Motivation, *Educationally Disadvantaged, *Skill Development, Inservice Teacher Education, Trade and Industrial Education, Building Improvement, Appliance Repairing, Computer Programs, Curriculum Development, Secondary Education
Identifiers: State, Proposal

Materials and products will be developed to revise outdated vocational curricula, and to enable students who have motivational problems due to socioeconomic and language barriers to acquire the skills necessary to deal with current technological advances. A central committee of teachers and administrators will coordinate the project. Small task force groups will develop curricula to provide skills to repair and replace pollution and ignition systems; repair color televisions and solid state stereos; repair and replace eaves and soffits; renovate and insulate old houses; increase the speed, accuracy and operation of mechanized equipment in medicine; and produce new computer programs. Teachers will receive inservice training. Products will be disseminated through presentations, publications, and workshops.

NORTH DAKOTA

Curriculum Development (Sec. 133)

000113

Development of an Industrial Arts Energy/Power Handbook.

Project Director: Bender, Myron
Organization: North Dakota University, Department of Industrial Technology, Grand Forks, ND 58202
Telephone: (701) 775-2249
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-86
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $12,420
Descriptors: *Industrial Arts Teachers, *Faculty Handbooks, *Energy, *Resource Materials, *Industrial Arts, Curriculum Development
Identifiers: State, Proposal

Industrial arts teachers will be provided with support material—student activities, teacher demonstrations, equipment, and ideas for instructional aids—to more fully implement the level 1 energy/power curriculum. The industrial arts energy/power handbook to be developed will address each unit of the curriculum guide in anticipation of creating wider teacher acceptance of the course and greater student learning.

000012

Curriculum Development in Vocational Agriculture/Agribusiness.

Project Director: Priebe, David
Organization: North Dakota State University, Fargo, ND 58105
Telephone: (701) 237-7436
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: R
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,000
Descriptors: *Vocational Agriculture, *Agribusiness, *Instructional Materials, Curriculum Development, Curriculum Guides, Vocational Agriculture Teachers, Units Of Study
Identifiers: State, Proposal

A course guide, adaptable from one area of the state to another and to individual teacher needs, will be developed for vocational agriculture/agribusiness. Project staff will also develop units of instruction for first year vocational agriculture, making them available for review by an advisory council, and obtain appropriate units developed in other states.

000013

North Dakota Vocational Curriculum Library.

Project Director: Haakenson, Harvey
Organization: Bismarck Junior College, Bismarck, ND 58501
Telephone: (701) 223-4500
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-87
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $15,000
Descriptors: *Resource Materials, *Instructional Materials, *Regional Libraries, *Vocational Education Teachers, Information Retrieval, Library Material Selection, Library Services
Identifiers: State, Proposal

All vocational education instructors in North Dakota will be provided access to current curriculum materials through the development and maintenance of a vocational curriculum resource library. Lists of up-to-date materials will be obtained from program supervisors, and materials will be ordered. A materials retrieval system will then be developed and organized and a catalog of materials developed and disseminated to vocational education teachers.

000014

Research and Develop a Curriculum Guide for Level 2 Senior High School Industrial Arts Courses.
Project Director: Mugan, Don
Organization: Valley City State College, Valley City, ND 58072
Telephone: (701) 845-7444
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-88
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,500
Descriptors: *Curriculum Desgn, *Articulation Education, *Industrial Arts, *Trade and Industrial Education, *Curriculum Guides, *Senior High Schools, Secondary Education, Instructional Materials, Teacher Developed Materials
Identifiers: State, Proposal

Intended to redesign the senior high industrial arts program to articulate with the level 1 junior high curriculum and vocational trade and industrial courses and to provide meaningful activities, project staff will develop a curriculum guide for the level 2 senior high industrial arts course and the instructional materials needed for implementing the senior high school curriculum master plan for North Dakota secondary schools. The elements included in the master plan will be expanded and criteria provided for implementing specific courses at the secondary level. A cadre of secondary school teachers with competencies in the technical core area—production, graphic communications, and energy and power—will be selected to write courses of study identified in the master plan. High school staff in North Dakota will receive copies of the developed curriculum plan and receive assistance in its implementation. Students who do not have access to vocational programs will be served as well as those who desire exploratory and beginning specialization for postsecondary preparation.

000114

Office Education Curriculum Revision.
Project Director: Atwood, Dale
Organization: Minot State College, Minot, ND 58701
Telephone: (701) 857-3110
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-89
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,990
Descriptors: *Faculty Handbooks, *Resource Materials, *Office Occupations Education, *Business Education Teachers, Curriculum Development
Identifiers: State, Proposal

Office educaton teachers in North Dakota will be provided with up-to-date material to assist them in carrying out the objectives of vocational office education. The handbook, entitled "Vocational Office Education for Tomorrow's World," will be reviewed and revised with current materials developed and added. Five hundred copies will be reproduced for distribution. A committee of five office education teachers will provide input and criticism of revision methods and procedures.

000115

Distributive Education Clubs of America (DECA) Competitive Events Curriculum Development.
Project Director: Kohns, Donald
Organization: North Dakota University, Grand Forks, ND 58202
Telephone: (701) 777-2518
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-90
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,220
Descriptors: *Distributive Education, *Marketing, *Student Organization, *Competency Based Education, Material Development, School Industry Relationship, Conferences, Teacher Workshops
Identifiers: *Distributive Education Clubs of America, State, Proposal

Fifty-six competency-based competitive events, validated by business and industry representatives, will be developed for use at the North Dakota Distributive Education Development Conference. Required occupational competencies will be identified and then verified by distributive education personnel and business and industry representatives. Three all-day sessions will be conducted to train distributive education personnel to use, develop, and evaluate marketing and distribution occupational competency-based events. Workshop participants will be assigned specific events to write for the DECA curriculum.

OKLAHOMA

Research (Sec. 131)

000122

Field Tests of Oklahoma Vocational Curriculum Manuals.
Project Director: Stone, Sheila
Organization: Oklahoma State Department of Vocational and Technical Education, Research Unit. 1515 West 6th Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801311005
Funding Period: Start Date 15 Aug 79; End Date 30 Jul 80
Fiscal Year Funding: $26,500
Descriptors: *Curriculum Guides, *Curriculum Evaluation, *Field Tests, Agriculture, Drafting, Nursing, Welding, Auto Mechanics, Cooperative Education, Animal Science, Health Services, Family Life, Child Care, Achievement Tests
Identifiers: State, Proposal

The following vocational curriculum manuals will be field tested: agriculture livestock skills, health service careers, auto mechanics 1, family living, interdisciplinary cooperative education, agriculture 4, nursing 1, welding, drafting, and occupational child care. To accomplish this, achievement tests, assignment sheets, and job sheets will be obtained from each student in at least five programs for each unit in each manual. Item analysis will identify strengths and weaknesses. In addition, an opinionnaire will be given to teachers and administrators to obtain their input concerning revisions.

000123

Effects of Educational Equity Activities.
Project Director: Rehman, Mohammud
Organization: Oklahoma State Department of Education, Division of Vocational-Technical Education. 1515 West 6th Avenue, Stillwater, OK 74074
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater

Contract/Control No.: OK801311006
Funding Period: Start Date 15 Oct 79; End Date 30 May 80
Fiscal Year Funding: $4,800
Descriptors: *Program Evaluation, *Equal Education, *Sex Stereotypes, *Enrollment Trends, *Sex Fairness, *Nondiscriminatory Education
Identifiers: State, Proposal

To determine if educational equity activities have affected sex distribution of enrollments in stereotyped vocational programs, hypotheses of differences in sex distribution before and after 1976 will be tested by program areas, type of school, urban-rural-suburban setting, level of schooling, and traditionally male versus traditionally female programs. Data from the Oklahoma student accounting system from the 1973-74 through 1978-79 school years will be analyzed for all vocational programs with 40 percent or less of the minority sex. An attempt will be made to identify enrollment trends before 1976 to control for changes not the result of educational equity activities. A final report will be written, and a doctoral dissertation may result.

000124

Learning Resource Centers in Oklahoma Area Schools.
Project Director: Lowden, Ernest G.
Organization: State Department of Vocational and Technical Education, Research Uni, 1515 West 6th Avenue, Stillwater, OK 74074
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801311008
Funding Period: Start Date 15 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $1,000
Descriptors: *Needs Assessment, *Resource Centers, *Instructional Materials Centers, School Superintendents
Identifiers: State, Proposal

Area school superintendents and instructors will be surveyed to determine the present status of the instructional media/learning resource center programs and to identify priority needs for these programs. A comparison will be made between evaluation and preference of both the superintendents and the instructors. A final report will be written; it is anticipated a doctoral dissertation will also result.

Curriculum Development (Sec. 133)

000015

Proposal to Develop Vocational Student Competency Measures and Establish the Feasibility of a National Program.
Project Director: Tunkel, Leon S.
Organization: National Occupational Competency Testing Institute, 45 Colvin Avenue, Albany, NY 12206
Telephone: (518) 482-8864
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801331004
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Test Construction, *Standardized Tests, *Performance Tests, *Criterion Referenced Tests, *Competency Based Education, Secondary Education, Postsecondary Education, Academic Achievement, Minimum Competency Testing
Identifiers: State, Proposal

A series of at least ten student occupational competency examinations with performance components will be developed and standardized for assessing vocational student achievement levels in postsecondary and secondary vocational programs. A sub-consortium of states, the National Occupational Testing Institute, and the Ohio Instructional Materials Laboratory will select test areas and develop and pilot test the examinations. Guidelines for test administration also will be produced. The project should result in wide use of student proficiency examinations as an alternative for determining program effectiveness.

PENNSYLVANIA

Research (Sec. 131)

000129

Study of Instructional Innovators in Home Economics Units in Higher Education Institutions.
Project Director: Marshall, Ruth
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9810
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $1,945 (Charged to FY 1979)
Descriptors: *Instructional Innovation, *Home Economics Teachers, *Higher Education, *Factor Analysis, *Teacher Evaluation, Q Methodology, Instructional Systems, Professional Associations, Teacher Effectiveness
Identifiers: State, Proposal

To provide an analysis of factors which foster innovativeness in the use of instructional strategies by home economics educators in higher education institutions, 500 members of the college and university section of the American Home Economics Association will be mailed a packet of research instruments including an instructional innovativeness Q-sort. Study results will facilitate planning for faculty development programs and instructional support systems by home economics administrators and professional organizations. A final report will be written.

000130

Status of Gifted Students in Vocational Agriculture Classes in the United States.
Project Director: Pandya, Himanshu
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9811
Funding Period: Start Date 30 Nov 80; End Date 30 May 80
Fiscal Year Funding: $2,000 (Charged to FY 1979)
Descriptors: *Vocational Education Teachers, *Gifted, *Enrollment, *Graduate Surveys, *Agricultural Education, *Talent Identification, Followup Studies, Ability Identification, Cocurricular Activities, Learning Activities
Identifiers: State, Proposal

All vocational agriculture teachers in Pennsylvania and a random sample of other agricultural teachers in the U.S. will identify current enrollment of gifted students in vocational agriculture classes, methods used to identify gifted students, and availability of career awareness education and curricular and cocurricular activities. A second survey will be sent to all gifted students who graduated between 1974 and 1979 to determine their present status, and of school administrators to determine their opinions about these students. A final report will be written.

000131

Evaluation of Teacher Education Programs in Distributive Education.
Project Director: Shorr, Eileen
Organization: Temple University, Department of Vocational Education, RA-280, 13th and Columbia Avenue, Philadelphia, PA 19122
Telephone: (215) 787-8381
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-8916
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $2,000 (Charged to FY 1979)
Descriptors: *Distributive Education, *Teacher Education Curriculum, *Graduate Surveys, *Program Evaluation
Identifiers: State, Proposal

The distributive education (DE) teacher education program at Temple University will be evaluated, postcollege activities of graduates will be determined, and DE teacher education curriculum relevancy and proficiency levels for future DE teachers will be increased. A model survey instrument will be developed and field tested for evaluating DE teacher education programs, and computer programs will be prepared to compile and analyze statistical reports.

Exemplary and Innovative (Sec. 132)

000135

Task-Level Articulation: Secondary and Postsecondary Vocational Education Programs (Continuation).

Project Director: Corwin, Luene

Organization: Williamsport Area Community College, 1005 West Third Street, Williamsport, PA 17701

Telephone: (717) 326-3761

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9809

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $24,910 (Charged to FY 1979)

Descriptors: *Articulation Program, *Task Analysis, *Welding, *Carpenters, *Electrical Occupations, *Interinstitutional Cooperation, Postsecondary Education, Job Skills, Secondary Education, Student Records, Standards, Competency Based Education

Identifiers: State, Proposal

Initial steps in developing the task-level articulation model for the occupational program clusters (electrical, welding, and carpentry trades) on which work was begun the previous year will continue to be implemented and evaluated. Three occupational areas will be added. Basic procedures will involve meetings between secondary and postsecondary teachers to develop a common task list of competencies required on the job, using validated lists such as Vocational-Technical Education Consortium of States catalogs, advisory committee recommendations, and other resources. Competency standards will be written and agreed upon. Records of student mastery will be kept and used when the student moves from one level to the next to avoid duplication of learning and to facilitate the transition from school to work. The actual articulation process will be pilot tested and evaluated with students entering postsecondary programs for which initial steps of the model have been completed. A report on the model, its implementation at Williamsport Area Community College and its adaptibility to other institutions will be prepared and disseminated.

000136

Teacher In-service Workshop for Metric Measurement.

Project Director: Retort, Edmund

Organization: Mohawk Area School District, Bessemer, PA 16112

Telephone: (412) 667-7782

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9801

Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80

Fiscal Year Funding: $1,817 (Charged to FY 1979)

Descriptors: *Inservice Teacher Education, *Teaching Methods, *Metric System, *Learning Modules, *Instructional Materials, *Material Development, Vocational Education Teachers

Identifiers: State, Proposal

Teaching staff will be provided with a working knowledge of the metric system as it applies to their individual laboratories through the use of a metric instructional package developed by the National Center for Research in Vocational Education at Ohio State University. Project staff will hold a two-day in-service workshop for vocational teachers to orient them to metrics, acquaint them with the metric materials, and provide training in using metrics in the classroom. Metric instructional packages will be developed for each vocational program, and classroom instruction will be provided to assist students in obtaining an acceptable level of performance in metric measurement. A staff member will provide leadership at the local level and will plan the workshop, provide assistance to teachers during implementation, and collect data for reporting project impact.

000137

Competency-Based Education.

Project Director: Silkman, William R.

Organization: Erie County Area Vocational Technical Schools, 8500 Oliver Road, Erie, PA 16509

Telephone: (814) 864-0641

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9817

Funding Period: Start Date 01 Sep 79

Fiscal Year Funding: $45,561 (Charged to FY 1979)

Descriptors: *Articulation Program, *Competency Based Education, *Staff Development, Individualized Instruction, Secondary Education, Postsecondary Education, Inservice Education, Adult Education, Program Development, School Business Relationship

Identifiers: State, Proposal

A competency-based program, involving craft committees and inservice education for staff and administration, will be developed and implemented. The program will focus on developing the needed skills to manage the program and services, and also will include an individualized instructional program for students based on their career choice, open entry-open exit for both secondary and adult students, and opportunity to move from one instructional program to another secondary or postsecondary program. Prospective employers will be provided with documentation of each student's skills, and a formal system using industry representatives to update course content annually will be established. A final report will be delivered.

000234

Dissemination of Technological Updating Materials for Instructors of Electronic Programs.

Project Director: Welch, Frederick G.

Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802

Telephone: (814) 865-6331

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 84-9820

Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80

Fiscal Year Funding: $5,676 (Charged to FY 1979)

Descriptors: *Videotape Recordings, *Electronics, *Inservice Teacher Education, *Audiovisual Instruction, Secondary Education, Vocational Education Teachers, Instructional Materials

Identifiers: State, Proposal

Twenty-two hours of video recordings will be edited into twelve hours of concise instructional programs for use in local high schools to update and renew the occupational competencies of electronics instructors. The edited videotapes and associated printed materials will be packaged; one copy will be distributed to VEIN, and one copy will be retained at Pennsylvania State University. Schools will be encouraged to duplicate the materials for their permanent use. The materials also will be disseminated to six schools. A final report will be delivered.

Curriculum Development (Sec. 133)

000020

In-service Training for Competency-Based Vocational Education.

Project Director: Clark, William

Organization: Venango County Area Vocational-Technical School, 1 Vocational-Technical Drive, Oil City, PA 16301

Telephone: (814) 646-1267

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract/Control No.: 85-9820

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $1,425 (Charged to FY 1979)

Descriptors: *Inservice Teacher Education, *Competency Based

Education, *Behavioral Objectives, *Evaluation Criteria, *Learning Modules, Student Records, Curriculum Development, Individualized Programs, Teacher Developed Materials
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Performance objectives will be written for all competencies and self-paced learning activities containing meaningful evaluations will be used, designed, and written. Accountability records of student progress will be maintained. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials each instructor will be given release time to develop competency-based materials.

000146

Vocational-Technical Education Consortium States (V-TECS) Catalog Development—Dairy Farmer.

Project Director: Morton, Ray H.
Organization: Pennsylvania State University, 102 Armsby Building, University Park, PA 16802
Telephone: (814) 865-1688
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0004
Funding Period: Start Date 15 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $20,511
Descriptors: *Competency Based Education, *Dairymen, *Task Performance, *Criterion Referenced Tests, *Behavioral Objectives, Farm Occupations, Check Lists, Postsecondary Education, Agricultural Education, Secondary Education
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

A V-TECS catalog for production agriculture classes will be developed to include tasks needed to succeed as a dairy farm worker, behavioral objectives, and performance guides for each task. A list of essential tools and equipment also will be developed. A final report will be delivered.

000147

Vocational-Technical Education Consortium States (V-TECS) Catalog Development—Baker.

Project Director: Jacobs, Dan K.
Organization: Associated Education Consultants, Inc, McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0005
Funding Period: Start Date 15 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $23,067
Descriptors: *Competency Based Education, *Bakery Industry, *Behavioral Objectives. *Criterion Referenced Tests, *Task Performance, Trade and Industrial Education, Occupational Home Economics, Secondary Education, Postsecondary Education
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

A catalog of performance objectives and guides for bakers will be produced using the procedures established in the V-TECS technical reference manual. Specific job titles to be included will also be defined. Products will include an occupational inventory, population report, and final report.

000148

Vocational-Technical Education Consortium of States (V-TECS) Catalog Development—Audiovisual Repair.

Project Director: Dargitz, Gale L.
Organization: Local Government Research Corporation, 1315 South Allen Street, State College, PA 16801
Telephone: (814) 238-3066
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Funding Period: Start Date 15 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $19,525
Descriptors: *Competency Based Education, *Machine Repairmen, *Behavioral Objectives, *Criterion Referenced Tests, *Task Performance, Check Lists, Secondary Education, Postsecondary Education
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

A V-TECS catalog of performance objectives and guides based on validated task analyses will be developed for audiovisual repair. A final report will be written.

TENESSEE

Curriculum Development (Sec. 133)

000152

Curriculum Development and Dissemination in Ornamental Horticulture.

Project Director: Todd, John
Organization: University of Tennessee, Knoxville, TN 37916
Telephone: (615) 974-2575
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0618
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $67,280 (Charged to FY 1979)
Descriptors: *Ornamental Horticulture Occupations, *Competency Based Education, *Instructional Materials, *Articulation Program, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in ornamental horticulture, addressing each identified concept, duty, and task and including and instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisting of persons from secondary, postsecondary, and adult programs; appropriate state staff; representatives from business and industry; and vocational advisory groups will monitor, review, and approve the progress, reports, and products of the project.

000153

Curriculum Development and Dissemination in Automotive Services and Mechanics.

Project Director: Dunn, Charlie
Organization: Middle Tennessee State University, Murfreesboro, TN 37130
Telephone: (615) 898-2613
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0655
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $86,825 (Charged to FY 1979)
Descriptors: *Auto Mechanics, *Competency Based Education. *Instructional Materials, *Articulation Program, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in automotive services and mechanics, addressing each identified concept, duty, and task, and including an instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisting of persons from secondary, postsecondary, and adult programs; appropriate state staff; representatives from business and industry; and vocational advisory groups will monitor, review, and approve the progress, reports, and products of the project.

000154

Curriculum Development and Dissemination in Marketing 1.

Project Director: Pearson, Ed
Organization: Memphis State University, Memphis, TN 38152
Telephone: (615) 454-2354
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0656
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $85,971 (Charged to FY 1979)
Descriptors: *Marketing, *Articulation Program, *Instructional Materials, *Competency Based Education, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in Marketing 1, addressing each identified concept, duty, and task and including an instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisting of persons from secondary, postsecondary, and adult programs; appropriate state staff; representitives from business and industry; and vocational advisory groups will monitor, review, and approve the progress, reports, and products of the project.

TEXAS

Research (Sec. 131)

000158

Vocational Education Programming for Special Education Students in Texas during 1980.

Project Director: Fair, George W.
Organization: University of Texas at Dallas, Richardson, TX 75080
Telephone: (214) 690-2021
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230027
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $58,909
Descriptors: *Data Collection, *Data Analysis, *Program Planning, *Handicapped Students, Preservice Education, Special Education, Inservice Teacher Education, Program Evaluation, Student Participation, Individualized Programs
Identifiers: State, Proposal

Data pertinent to the participation of special education students in regular, coordinated vocational academic education (CVAE), and vocational education for the handicapped (VEH) programs will be gathered, analyzed, interpreted, and reported for use in planning vocational education programs to include handicapped students, in planning preservice and inservice training programs, and in evaluating local programs. Forty independent school districts will be randomly selected, with stratification for geographical location and average daily attendance, for a detailed two-day interview in which project personnel will determine vocational assessment or diagnostic procedures used; the numbers of special education students in regular, CAVE, and VEH programs; and the types of services and resources required to increase participation of special education students in vocational education programs. Involvement of vocational education personnel in developing and implementing individual educational plans for handicapped students in vocational education programs will also be determined. The instructional process will be investigated regarding personnel, organization of resources, supportive services, and instructional strategies and techniques.

000159

Analysis of Problems as Perceived by Male Students in Vocational Homemaking Education Programs.

Project Director: Bell, Camille G.
Organization: Texas Tech University, Lubbock, TX 79409
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230040
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $19,320
Descriptors: *Homemaking Education, *Student Problems, *Program Effectiveness, *Program Evaluation, Teaching Techniques, Correlation, Home Economics Teachers, Teacher Improvement, Curriculum Development, Secondary Eduction, Curriculum Problems, Postsecondary Education
Identifiers: State, Proposal

Data will be collected through a rating scale questionnaire based on problems regarding vocational home economics programs determined from interviews with male students, vocational homemaking teachers, and student teachers. Responses will be categorized by type of problem and cause: the students themselves, the school, or the curriculum. The problems male students perceive, the correlation of those problems to certain demographic variables, and the correlation of the perceived problems to the size of the school will be ascertained. Statistics to determine significance of rankings will be used to analyze the data for use in improving secondary and postsecondary vocational homemaking education.

Exemplary and Innovative (Sec. 132)

000172

Model English as a Second Language (ESL) Center for Teaching Vocational-Specific English to Vocational Students.

Project Director: Teague, Lonnie G.
Organization: Navarro College, Corsicana, TX 75110
Telephone: (214) 874-6501
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230137
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $44,022
Descriptors: *English Second Language, *Individualized Programs, *Instructional Materials, *Student Evaluation, *English For Special Purposes, Models, Curriculum Development, Program Effectiveness, Foreign Students, Adult Education, Inservice Education
Identifiers: State, Proposal

An ESL center will be established and operated to assess students, design individualized and vocation-specific development plan for each student, provide direct ESL instruction, develop ESL curriculum materials, and evaluate student improvement and program effectiveness. A team of consultants will assist Navarro College in establishing an effective ESL center and will provide inservice training to both project staff and college faculty in management by objectives, individualizing instruction, methods of constructive interaction between center and faculty, and preparing ESL materials. If successful, the model will be disseminated through the Texas Education Agency.

000173

Health Career Recruitment and Retention of the Disadvantaged (Continuation).

Project Director: Boaz, Ted
Organization: Del Mar College, Corpus Christi, TX 78404
Telephone: (512) 881-6400
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230138
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,104
Descriptors: *Disadvantaged Youth, *Dropout Prevention, *Allied Health Occupations Education, *Job Placement, *Student Employment, Followup Studies, Student Recruitment, Postsecondary Education, Program Development, Program Effectiveness, Success
Identifiers: State, Proposals

A system for enrolling sixty freshmen or sophomore minority or disadvantaged students seeking educational opportunities leading to employment in a health occupation will be developed and implemented. Students will be recruited and individual academic plans for each completed. They will then be assisted in entry into jobs or training programs for health career mobility. Follow up of selected candidates will be conducted, and a complete program evaluation finalized. Profile characteristics indicating successful job placement in health occupations will be identified and developed. Specific procedures and methods required for enriching academic deficiencies will be developed. Particular health manpower recruitment and retention problems will be documented and corrected. Candidates will be pre- and posttested to determine their strengths in pursuing a health career. Academic success will be determined by the following criteria: cummulative grade point average upon completion of high school or postsecondary education, sequential grade point average in science course offerings at the end of each semester, grades in specific theory courses related to health careers, and scores on board or certifying examinations related to health professions. Clinical success will be determined by the following criteria: performance as noted by instructors for work performed in a health care setting, student's ratings of abilities and performance on the job, and employer or supervisor ratings of student job performance.

000174

Prototype Occupational Choice Model for Disadvantaged Youth in Rural Schools (Continuation).

Project Director: Bonner, Harold S.
Organization: Prairie View A&M University, Prairie View, TX 77445
Telephone: (713) 857-2517
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230139
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,429
Descriptors: *Rural Schools, *Disadvantaged Youth, *Career Choice, *Models, *Guidance Programs, *Program Development, *Information Systems, Inservice Programs, Information Dissemination, Consortia, Program Evaluation, Program Design

Identifiers: State, Proposal

A model guidance program will be designed, implemented, tested, and retested in two rural school districts chosen from a consortium of ten. Inservice programs will be conducted to assist those schools and community personnel in developing programs that are effective in identifying techniques that can be replicated in other districts. A model dissemination system will be used to facilitate the replication of successful guidance models. The results of this study can be used by local, state, and federal agencies for developing and implementing ideal guidance programs for rural school districts.

000175

Innovative Community-Based Career Exploration for Disadvantaged Youth.

Project Director: Harlow, Jim
Organization: Dallas County Community College, District, Cedar Valley College, Lancaster, TX 75134
Telephone: (214) 746-4869
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230142
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,117
Descriptors: *Career Counseling, *Outreach Programs, *Behavior Change, *Delinquent Rehabilitation Curriculum Development, *College School Cooperation, Educational Innovation, Males, Work Attitudes, Learning Modules, Self Evaluation
Identifiers: State, Proposal

An action-intervention project will use the human development curriculum of Cedar Valley College and its resources to facilitate behavioral changes in the offender population of the Dallas County Boys' Home. Through self- and vocational exploration as well as a counseling outreach program, boys will be helped to develop the behaviors conducive to good citizenship and occupational success. The project will include six tasks: recruitment and hiring of teachers, development of modules, student pretesting for evaluation purposes, beginning of classes, final evaluation, and production of a final report. Results of the project will be extensively reviewed, with the evaluation team presenting recommendations. Copies of the report will be disseminated to interested institutions.

000023

Occupational Opportunity Enhancement Project for Special Populations.

Project Director: Henricks, Leroy
Organization: Region VIII Education Service Center, Mount Pleasant, TX 75455
Telephone: (214) 572-6676
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230166
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $29,999
Descriptors: *Occupational Information, *Exceptional Persons, *Occupational Aspiration, *Disadvantaged Youth, *Vocational Counseling, *Disabilities, Employment Opportunities, Career Choice, Sex Stereotypes, Secondary Education, Occupational Guidance
Identifiers: State, Proposal

Information will be provided to regular and special students to assist them in making career and occupational choices, eliminate sex stereotyping of work roles where possible, and broaden occupational aspirations of special students. Using the delivery system developed during the first year of the project, services will be made available to all schools in the district. Making school personnel aware of available materials and resources will enable them to provide services themselves the next school year. Of first priority to receive services are those schools having no counselors and those with the highest percentage of handicapped and disadvantaged students.

000176

Pilot Program to Train Visually Impaired Computer Programmers.

Project Director: Stehling, Al
Organization: San Antonio College, San Antonio, TX 78284
Telephone: (512) 734-7311
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230167
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $60,820
Descriptors: *Vocational Training Centers, *Programming, *Program Development, *Visual Impairments, *Job Placement, *Student Employment, *Computer Science Education, Community Colleges, Postsecondary Education, Cost Effectiveness, Job Training, Data Processing Occupation
Identifiers: State, Proposal

This pilot project will implement the training program outlined by the 'Feasibility Study and Development of a Program to Train Visually Impaired Students in Computer Programming'. Twelve visually impaired students will be selected, trained, and placed as computer programmers. A trial period will be provided to allow problems to surface and be solved. Actual cost statistics will be accumulated and the difference between actual costs and contact hour revenues calculated. The program will then be evaluated and recommendations about continuing it made. Throughout the project, the program director will keep records and report project activities. This program is the initial step toward providing an ongoing training center for visually impaired computer programmers at San Antonio College.

000177

Project Interface (Infants Need Trained, Empathetic, Responsive Family and Coordinated Efforts).

Project Director: Parker, Barbara J.
Organization: South Plains College, Plainview, TX 79072
Telephone: (806) 293-3605
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230168
Funding Period: Start Date 15 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $46,039

Descriptors: *Job Training, *Child Care Workers, *Interagency Coordination, Postsecondary Education, Infants, Nontraditional Students, Handicapped, Males, Social Services, Curriculum Development, Perinatal Influences

Identifiers: *Comprehensive Employment Training Act, State, Proposal

Project Interface will provide a linkage in services among the CETA program and other agencies providing in-depth postsecondary vocational education for persons receiving job training in infant care. A demonstration center on the Plainview campus will serve as a laboratory setting for fifteen to twenty CETA enrollees being trained as infant care givers and facilitators of family interaction with service agencies. Students and parents will be trained in practical application of new techniques in the prevention and cure of primary or secondary perinatal difficulties. Coordination efforts will involve as many health care, social services, and educational agencies as possible to demonstrate the cost effectiveness of resource sharing. Efforts will be made to recruit handicapped adults and men.

000178

Learning with Tools: An Orientation and Exploration Program for Handicapped Students in the Clusters of Construction Trades, Personal Services and Transportation (Continuation).

Project Director: Burbank, C. R.

Organization: Meridan Independent School District, Meridan, TX 76665

Telephone: (817) 435-2331

Sponsoring Agency: Texas Education Agency, Austin

Contract/Control No.: 00230169

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $51,788

Descriptors: *Career Education, *Building Trades, *Human Services, *Transportation. *Experiential Learning, *Exceptional Persons, *Student Ability, Simulation, Career Planning, Curriculum Development, Occupational Information, Job Skills

Identifiers: State, Proposal

A systematic approach for ascertaining the functional capacity of handicapped students will be developed to help them define a clearcut vocational objective in one of the clusters to investigate further. A model curriculum appropriate for other occupational orientation and exploration programs for the handicapped will be developed and field tested. This curriculum, 'Learning with Tools: An Orientation and Exploration Program for the Handicapped in Clusters of Construction Trades, Personal Services, and Transportation', will involve a comprehensive process that will systematically utilize work, real and siumlated, as the focal point in allowing students to become familiar with and to explore vocational opportunities through actual hands-on experiences. These experiences will enable students to investigate occupations in terms of occupational information and employability skills required. A list of occupations in each cluster at which handicapped can succeed will be developed.

000179

Training in Vocational Assessment for the Handicapped (Continuation).

Project Director: Fullerton, H. M.

Organization: Education Service Center Region 9, Wichita Falls, TX 76309

Telephone: (817) 322-6928

Sponsoring Agency: Texas Education Agency, Austin

Contract/Control No.: 00230170

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $42,451

Descriptors: *Educational Assessment, *Evaluation Methods, *Student Evaluation, *Exceptional Persons, *Educational Resources, *Inservice Programs, Administrative Personnel, Evaluation Criteria, Evaluators, Counselors, Teenagers

Identifiers: State, Proposal

To strengthen vocational assessment for handicapped teenagers, training in assessment will be offered through a two-phase workshop to provide administrators, teachers, evaluators, counselors, and diagnosticians with the opportunity to examine and use a designated assessment battery and evaluation process, and to lay the philosophic and procedural groundwork for developing curriculum in vocational-oriented academics. Phase 1, 'The Vocational Assessment Process,' will focus on assessment philosophy, resources, evaluation instruments, equipment, and demonstrations; distribute and explain a vocational assessment package, and provide individual consultation with the workshop leader. Phase 2, 'Evaluation: Learning by Doing,' will allow each participant to work through the mechanics of a vocational evaluation.

000180

Innovative Program for Providing Effective Vocational Training for Handicapped Persons of Limited English-Speaking Ability within State Hositals and State Schools.

Project Director: Culclasure, David F.

Organization: San Antonio State Hospital and State Schools, San Antonio, TX 78223

Telephone: (512) 532-881

Sponsoring Agency: Texas Education Agency, Austin

Contract/Control No.: 00230171

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $44,040

Descriptors: *Non English Speaking, *Mental Retardation, *Institutionalized Persons, *Job Skills, *English Instruction, *Mental Disorders, Skill Development, State Schools, Comprehensive Programs, Printing, Graphics

Identifiers: State, Proposal

Handicapped persons of limited English-speaking ability who are residents of state institutions for the mentally ill and mentally retarded will be prepared to perform adequately in the community following their release from treatment. To accomplish this, vocational skills in a demand area will be developed; English language skills to perform successffully on the job will be developed concurrently. Following the development of the program and training of instructors, residents will be selected to be trained in graphics, binding, and printing. They will receive English language training and work adjustment training to develop good work habits and interpersonal skills. This comprehensive training program will provide a validated model which can be implemented in other state hositals, state schools, and human development centers.

000181

Jobs, Education, and Basic Skills (JEBS) (Continuation).

Project Director: Bagley, Glenden

Organization: Dallas County Comminuity College District, Mountain View College, Dallas, TX 75211

Telephone: (214) 746-4158

Sponsoring Agency: Texas Education Agency, Austin

Contract/Control No.: 00230172

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $49,923

Descriptors: *High School Equivalency Programs, *Job Skills, *Skill Development, *Job Placement, *Basic Skills, *Disadvantaged Youth, Nurses Aides, Retailing, Community Colleges, Counseling Services, Clerical Occupations

Identifiers: State, Proposal

Opportunity to prepare for the general education degree will be offered to persons who have not completed high school to provide them with the educational link demanded by most area employers. Training will be offered to two hundred unemployed/underemployed persons, particularly those between the ages of seventeen and twenty-five, in marketable skills such as shipping and receiving, stock clerk, nurse's aide, cashier, retail sales, typist, file clerk, receptionist. Personal counseling services will be offered to improve employabiltiy, and efforts will be made to maintain a 75 percent job placement rate. Students will attend classes five days a week, with classes lasting two hours per day. Students will receive from forty to sixty contact hours, depending on the program in which they are enrolled.

000182

Special Occupational Skills Project for Power Equipment Training and Placement of the Handicapped (Continuation).

Project Director: Loftin, Patrick

Organization: Austin State School, Austin, TX 78767
Telephone: (512) 454-4731
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230173
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $27,106
Descriptors: *Skill Development, *Job Placement, *Student Employment, *Curriculum Guides, *Power Technology, *Work Experience Programs, *Mechanical Equipment, *Young Adults, *Mental Retardation, Job Skills, Task Analysis, Manuals, Nondiscriminatory Education, Industrial Education
Identifiers: Power Equipment, State, Proposal

A consortium of vocational services in power equipment operation from training to placement will be offered to mentally retarded clients. The McCarron-Dial evaluation system will be used to identify clients, ranging in age from eighteen to twenty-one; 60 percent of the clients will be female to eliminate stereotypic sex bias. Initial training will take place in a fully equipped shop area, where a one-to-four trainer-client ratio will be maintained. Each client will spend one hour per week at onsite locations to practice the skills learned. Task analyses will be developed for two types of equipment to expand the power equipment training curricula manual. A placement handbook will be developed and used in the placement process. Both documents will be disseminated to other facilities.

000185

Vocational Assessment of the Handicapped.

Project Director: Estes, Dwain M.
Organization: Education Service Center Region 20, San Antonio, TX 78209
Telephone: (512) 828-3551
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230221
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,927
Descriptors: *Individualized Programs, *Student Evaluation, *Student Placement, *Program Development, *Exceptional Persons, Testing, Student Interests, Student Ability, Measurement Instruments
Identifiers: State, Proposal

Education Service Center (ESC) Region 20 will provide a vocational evaluation center and a staff to assist local education agencies (LEAs) in evaluating the vocational potential of handicapped students prior to their placement in vocational training programs. Staff will also help to develop and implement individual education plans (IEPs). To accomplish this, a resource list of appropriate test instruments will be developed to evaluate handicapped students. A comprehensive vocational evaluation will be completed on at least forty handicapped students under the direction of the vocational counselor and diagnostician. An IEP will be written for at least twenty of those students which will recommend specific programs for each. The efficacy of vocational evaluation information to be used in developing and implementing IEPs will be documented and disseminated in the form of a manual to LEAs in Texas and other ESCs.

000183

Local Vocational Information Bank.

Project Director: Estes, Dwain M.
Organization: Education Service Center Region 20, San Antonio, TX 78209
Telephone: (512) 828-3551
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230222
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000
Descriptors: *Data Bases, *Occupational Information, *Educational Opportunities, *Employment Opportunities, Information Dissemination, Entry Workers, Job Market, Counselor Training, Elementary Secondary Education
Identifiers: State, Proposal

A computer data bank containing information on local entry-level positions, local vocational and technical schools, and high school programs will be developed. Project staff will gather data by surveying local employers, vocational and technical schools, agencies, and high schools. They will then develop the necessary computer programs, entering the information into the data bank. At least one counselor from each participating school will attend a training program given by the staff. These trained counselors will, in turn, train five other staff members at their school. The project staff will provide technical assistance on the use of the program, as needed. This computer program will aid counselors and teachers in providing elementary, middle, and senior high school students with up-to-date information on occupational and educational opportunities.

000184

Increasing Occupational Awareness in Middle School Students of Limited English-Speaking Ability (Continuation).

Project Director: Estes, Dwain M.
Organization: Education Service Center Region 20, San Antonio, TX 78209
Telephone: (512) 828-3551
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230223
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $50,000
Descriptors: *Career Awareness, *Individualized Programs, *Non English Speaking, *Inservice Education, *Learning Modules, Middle Schools, Elementary Secondary Education, Counselors, Technical Assistance, Vocational Education Teachers
Identifiers: State, Proposal

Project staff will train teachers and counselors to develop and implement individual occupational awareness plans for middle school students of limited English-speaking ability by using the comprehensive occupational awareness training module developed during the first year of the project. The staff will provide ongoing consultative technical assistance to these educators while they are training their students. An instrument will measure the students' increased occupational awareness as a result of this program. The goal of the project is to have 60 percent of the 250 students who have received orientation demonstrate increased occupational awareness. Trained teachers will later serve as trainers in their respective school districts.

000186

Joint Initiative in Vocational Education—Project JIVE.

Project Director: Hafner, Donroy
Organization: Education Service Center Region 13, Austin, TX 78752
Telephone: (512) 458-9131
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230224
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,731
Descriptors: *Career Education, *Disadvantaged Youth, *Deliquents, *Program Development, *Individualized Programs, Program Planning, Followup Studies, Interagency Cooperation, School Community Relationship
Identifiers: State, Proposal

An individualized vocational awareness program will be planned, implemented, and evaluated at Gardner House, a juvenile detention facility, to serve its youth, the majority of whom are academically an socioeconomically disadvantaged. After the interest and support of area school districts is obtained, the literature will be reviewed for materials and approaches to use with this population. A procedure for developing vocational education transition and follow-up services with other agencies will be planned, implemented, and evaluated. To accomplish this, input from the Gardner House stafff, local educational personnel, vocational education experts, and others will be sought. An advisory committee, composed of representatives of involved agencies, will evaluate the programs. Based on these first year evaluations, procedures will be revised and evaluated for the final report. These services will be integrated into the ongoing program at Gardner House.

000187

Micro/Mini Computer Operation Applied to Small Businesses in a Rural Area.

Project Director: McKinnerney, Beryl
Organization: Ranger Junior College, Ranger, TX 76470
Telephone: (817) 647-3234
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230237
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $41,878
Descriptors: *Computers, *Rural Areas, *Program Development, *Short Courses, *Computer Oriented Programs, Junior Colleges, Adult Education, Curriculum Development, Postsecondary Education, Business Education
Identifiers: State, Proposal

A micro/mini computer training program with specific instruction in application and operation of micro/mini computers in small businesses and industries will be established at Ranger College. Project staff will develop an instructional system to include instructional materials to implement the program. A series of adult and vocational short courses will be designed and offered to train students recruited from local and area businesses and industries. Instruction with business application in recordkeeping, billing, filing, and inventory will be offered. The program will be valuable to other community and junior colleges in their efforts to meet the needs of their constituency.

000188

A Clerical Occupational Training Program for Disadvantaged Adults in the West Texas Area.

Project Director: Bowers, Janette L.
Organization: Sul Ross State University, Alpine, TX 79803
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230255
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $28,331
Descriptors: *Clerical Occupations, *Disadvantaged, *Adult Education, *Non English Speaking, *Rural Areas, Job Training, Skill Development, Individualized Instruction, Typists, Office Occupations, Bookkeeping, Receptionists, Entry Workers
Identifiers: State, Proposal

Prepatory training will be provided for both English- and non-English-speaking disadvantaged citizens of the rural areas of West Texas to assist them in becoming employable in entry-level jobs and to offer self-paced instruction in which individuals can exit when the employable level is reached. Training in the occupations of bookkeeper, clerk-typist, general office clerk, and receptionist will be emphasized. To determine students' present knowledge, pretests will be given. A sequence of study will be established according to the occupational goal sought, with students moving at their own pace until the goal is reached. Group instruction will be a facet of the total program, which can include up to twenty students each semester. To determine the effectiveness of the program, records will be maintained throughout the year. An article concerning the program will be submitted to a nationally distributed business education journal.

000189

Development of a Program to Provide Vocational Training to Limited English-Speaking Adults in a Correctional Setting.

Project Director: Murray, Lane
Organization: Windham School District (Texas Department of Corrections), Huntsville, TX 77340
Telephone: (713) 295-6371
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230302
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,562
Descriptors: *Correctional Education, *Program Development, *Job Training, *Bilingual Education, *Non English Speaking, *Instructional Materials, Prisoners, Spanish Speaking, Adults
Identifiers: State, Proposal

Under court mandate, the Windham school district will develop a bilingual program of vocational education opportunities for the inmate population of the Texas Department of Corrections. Available information and materials about bilingual vocational education will be collected, surveyed, and their feasibility for use in the Windham program studied. A program will then be developed to provide limited English-speaking adults with the necessary technical and English vocabulary to obtain employment in an English-speaking environment. Participants for the program will be identified and the procedures for their placement in vocational classes developed. Spanish bilingual support materials will be designed as will materials to train English-speaking teachers to use bilingual instructional delivery system. A formal evaluation will be conducted to determine the success ratio of limited English-speaking students after the component has been implemented.

VIRGINIA

Curriculum Development (Sec. 133)

000196

Curriculum Materials Development in Agricultural Education.

Project Director: Clouse, James P.
Organization: Virginia Polytechnic Institute and State University, Division of Vocational-Technical Education. Blacksburg, VA
Telephone: (703) 961-6836
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-133-3-AG-001
Funding Period: Start Date 16 Jul 79; End Date 31 May 82
Fiscal Year Funding: $20,000
Descriptors: *Agricultural Education, *Vocational Education Teachers, *Instructional Materials, *Continuing Education, Adult Vocational Education, Secondary Education, Publications, Teacher Developed Materials, Curriculum Development
Identifiers: State, Proposal

Virginia agricultural education teachers will be provided with current instructional materials to enable them to better serve the needs of secondary and adult students. Annually for three years, faculty of the college of education and the college of agriculture and life sciences at Virginia Polytechnic Institute and State University will prepare at least ten technical publications, four professional education publications, and one publication on organizing and operating continuing education programs. At least two technical agricultural publications will be purchased annually. Materials will be disseminated at area meetings, at the Virginia agricultural education teachers conference, or at other appropriate meetings.

000197

Development of the Materials and Processes Technology Curriculum Guide.

Project Director: Ritz, John M. Joyner, David I.
Organization: Old Dominion University, Research Foundation, Norfolk, VA 23508
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-133-1-IA-003
Funding Period: Start Date 16 Jul 79; End Date 31 May 80
Fiscal Year Funding: $3,930
Descriptors: *Industrial Arts, *Curriculum Guides, *Technology, Curriculum Development, Industrial Arts Teachers, Educational Resources
Identifiers: State, Proposal

An industrial arts curriculum guide, "Materials and Processes Technology," will be developed to assist teachers and administrators in offering this program. Existing resources from other states, competency catalogs, and teacher workshops will be reviewed, and project personnel will confer with experts in developing an outline of contents. The guide will be compiled and subsequently validated by an advisory committee, community college personnel, and Industrial Arts Service. After the guide has been revised, camera-ready copy will be prepared.

000198

Curriculum in Family Living for Consumer and Homemaking Programs.

Project Director: Dewald, Margaret B.
Organization: Virginia Polytechnic Institute and State University, Division of Vocational-Technical Education. 304 Lane Hall,

Blacksburg, VA 24061

Telephone: (703) 961-5377

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract/Control No.: VA-80-C-133-1-HE-003

Funding Period: Start Date 16 Jul 79; End Date 31 May 80

Fiscal Year Funding: $2,983

Descriptors: *Curriculum Guides, *Home Economics, *Family Life Education, *Articulation Program, *Competency Based Education, Curriculum Development, Home Economics Teachers, High School Students, Secondary Education, Teacher Developed Materials

Identifiers: State, Proposal

Family living teachers will be provided with an articulated, competency-based curriculum guide for a two-year course for high school juniors and seniors. The guide, including concepts, competencies, generalizations, suggested learning activities, criterion-referenced measures, and suggested references and resources, will be developed by eight home economics teachers during a four-day workshop at Virginia Polytechnic Institute and State University. Four teachers and department personnel will then review and critique the guide prior to preparation of camera-ready copy.

000199

Proposal to Revise and Expand the Use of Two Existing Adult Mini-Courses and Develop One New Course.

Project Director: Reece, Barry L.

Organization: Virginia Polytechnic Institute and State University, Division of Vocational Technical Education, Lane Hall, Room 214, Blacksburg, VA 24061

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract/Control No.: 133-78-4

Funding Period: Start Date 15 Oct 79; End Date 30 Jun 80

Fiscal Year Funding: $2,504

Descriptors: *Adult Education, *Distributive Education, *Job Skills, *Short Courses, *Salesmanship, *Instructional Materials, Distributive Education Teachers, Course Evaluation

Identifiers: State, Proposal

The state distributive education (DE) service has an objective to develop short, intensive courses for adults to help them acquire competencies needed for getting their first job or for self-employment, improved performance, or job advancement. During phase 1, the instructor's manual and selected segments of the audiovisual presentation for two existing courses—"Contact: Making Positive First Impressions," and "Sales Effectiveness Training"—will be revised, especially to provide increased representation of minorities. Ten copies of each course will be produced for use by local school divisions, and thirty local distributive education teacher-coordinators will be trained to teach one of the courses. A special effort will be made to increase use of the courses in areas of the states where they are not now used. The project will be evaluated in two ways: teacher-coordinators who completed an adult DE mini-course certification class during the 1978-79 school year will complete evaluation questionnaires, and persons who complete either of the two mini-courses will be asked to fill out course evaluation forms. During additional phases of this project, a third competency-based mini-course will be developed, revised, and instructional packages produced; and thirty teacher-coordinators will be trained to teach the course.

000195

Vocational Education Curriculum Development Satellite Project (Continuation).

Project Director: Ramey, Walter S.

Organization: Virginia Commonwealth University, School of Education, 901 West Franklin Street, Richmond, VA 23284

Telephone: (804) 257-1332

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract/Control No.: 133-78-18

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82

Fiscal Year Funding: $261,158

Descriptors: *Systems Development, *Information Dissemination, *Instructional Materials, *Media Selection, *Competency Based Education, Curriculum Development, Inservice Programs, Program Coordination

Identifiers: State, Proposal

A satellite curriculum development unit will be created to consolidate the delivery of curriculum materials and services, thus leading to greater flexibility and improved efficiency in the administration of the state vocational education program. A system for preparing and disseminating materials will be developed and will be coordinated with the state staff and vocational education teachers. The state staff, whose activities will be coordinated with the V-TECS staff, will be assisted in obtaining and evaluating instructional materials and media. Materials from other states will be obtained and revised; successful research, exemplary, and innovative programs will be promoted. The unit will also coordinate the development of competency based curriculum materials and will assist the state supervisor in coordinating services available through state, regional, and national curriculum networks. In cooperation with the vocational education curriculum development and personnel units of the division of vocational education, the satellite unit will provide in-service training in the use of new curriculum materials and other instructional media.

WEST VIRGINIA

Research (Sec. 131)

000201

Development of Strategies and Procedures for Improving Job Placement and Follow-through Services for Vocational Students as a Function of Vocational Guidance.

Project Director: Montebell, Thomas G.

Organization: Research Coordinating Unit, Marshall University, 307 Old Main, Huntington, WV 25701

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Contract/Control No.: BVTAE-76-WV-80-R-1

Funding Period: Start Date 16 Apr 79; End Date 30 Jun 80

Fiscal Year Funding: $18,000

Descriptors: *Job Placement, *Vocational Followup, *Career Guidance, *Job Search Methods, *Employment Services, Research Utilization, Guidelines, Guidance Personnel, Material Development

Identifiers: State, Proposal

Job placement services for vocational education students will be improved, and students will be better prepared with job-seeking skills. Current state programs, task force expertise, and materials for conducting a longitudinal system of job placement and follow-through will be developed and subsequently field tested in selected state sites. A set of procedural guidelines, including forms, will be developed and disseminated to vocational guidance personnel, and training sessions on use of the materials will be established.

Curriculum Development (Sec. 133)

000202

Competencyy-Based Education (CBE) Supplement to the Reading Guide, "Do You Read Me, Good Buddy?.".

Project Director: Jones, Charles I.

Organization: Marshall University, OAS Department, Huntington, WV 25701

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80

Fiscal Year Funding: $2,323

Descriptors: *Supplementary Reading Materials, *Competency Based Education, Curriculum Development, Business, Environment, Industry, Services

Identifiers: State, Proposal

Four supplements—one each in business, environment, industry, and services—will be prepared for the reading guide to "Do You Read Me, Good Buddy?." The supplements will be based on the Bureau of Vocational-Technical and Adult Education format from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks.

000203

Postsecondary Competency-Based Education (CBE) Core Curriculum.

Project Director: Griscom, William E.
Organization: Fairmont State College, Fairmont, WV 26554
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-80-C-10
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $2,934
Descriptors: *Competency Based Education, *Core Curriculum, *Technology, *Technical Education, Curriculum Development, Postsecondary Education, Associate Degrees
Identifiers: State, Proposal

A postsecondary, competency-based core curriculum in technologies will be developed based on the Bureau of Vocational, Technical, and Adult Education format and validated, cognitive, affective, and psychomotor tasks. The technologies curriculum will serve as a core for associate degree technical programs in West Virginia.

000204

Competency-Based Education (CBE) Curriculum on Management and Family Economics.

Project Director: Veach, June
Organization: Grant County Board of Education, Jefferson Avenue, Peterburg, WV 26847
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-3
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $7,419
Descriptors: *Competency Based Education, *Consumer Economics, *Family Management, *Home Economics, Curriculum Development, Secondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $9,989 under state funds for FY 1980

A competency-based management and family economic curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks for statewide use.

000205

Competency-Based Education (CBE) Word Processing Curriculum.

Project Director: Armstrong, Susan
Organization: PRT Vocational-Technical Center, Harmony Acres, State Rt. 2, St. Marys, WV 26170
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-4
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $7,199
Descriptors: *Competency Based Education, *Typewriting, Curriculum Development, Business Skills, Office Machines, Secondary Education
Identifiers: State, Proposal

A competency-based education word processing curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed for statewide use from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks.

000207

Competency-Based Education (CBE) Curriculum on Hotel/Motel.

Project Director: Smith, Sue
Organization: Benjamin Franklin Career and Technical Education Center, 500 28th Street, Dunbar, WV 25064
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-8
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $8,466
Descriptors: *Hotels, *Service Occupations, *Competency Based Education, Curriculum Development, Secondary Education
Identifiers: State, Proposal

A competency-based education hotel/motel curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed for statewide use from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, afffective, and psychomotor tasks.

000208

Competency-Based Education (CBE) Prevocational Manufacturing Curriculum Development.

Project Director: Thompson, William R.
Organization: Tau Associates, Inc, P.O. Box 227, Fairmont, WV 26544
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-7
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $8,453
Descriptors: *Competency Based Education, *Prevocational Education, *Manufacturing. Curriculum Development, Secondary Education
Identifiers: State, Proposal

A competency-based education, prevocational manufacturing curriculum will be developed for statewide use based on the Bureau of Vocational, Technical, and Adult Education format and validated cognitive, affective, and psychomotor tasks.

000210

Competency-Based Education (CBE) Real Estate Curriculum Development.

Project Director: McCloy, Robert J.
Organization: 402 Juliana Street, Parkersburg, WV 26101
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-26
Funding Period: Start Date 15 Dec 79; End Date 01 Apr 80
Fiscal Year Funding: $1,500
Descriptors: *Competency Based Education, *Real Estate Occupations, Curriculum Development, Secondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $3,445 in state funds for FY 1980

A competency-based curriculum in real estate will be developed from the West Virginia V-TECS catalog and other validated cognitive, affective, and psychomotor tasks.

000211

Competency-Based Education (CBE) Cahsier/Checker Curriculum.

Project Director: Lykens, Robert B.
Organization: United Career Center, Route 3, Box 43-C, Clarksburg, WV 26301
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: 77A
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $5,572
Descriptors: *Competency Based Education, *Food Stores, *Service Workers, Curriculum Development, Secondary Education
Identifiers: Checkers (Occupation), Cashiers, State, Proposal
Descriptive Note: This project also received $2,945 under state funds for FY 1980

A competency-based curriculum for cashier/checker will be developed from the West Virginia Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks.

000212

Competency-Based Education (CBE) Firefighter Curriculum Development.

Project Director: Hindes, Tom

Organization: 5807 Buechel Drive, Delaware, OH 43015

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Contract/Control No.: BVTAE-76-WV-80-C12

Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80

Fiscal Year Funding: $7,900

Descriptors: *Competency Based Education, *Fire Fighters, *Fire Science Education, Curriculum Development, Secondary Education, Postsecondary Education

Identifiers: State, Proposal

A competency-based education firefighter curriculum for statewide use will be developed based on the Bureau of Vocational, Technical, Adult Education format from the Vocational Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks.

Project Titles by State

Florida	Catalog of Innovations Development, 1980.	000035
	Florida Educator's Information Service (Continuation).	000036
Illinois	Analysis of the Cause and Result of Position Changes by Industrial Educators.	000057
	Community Career Resources Program (Continuation).	000056
	Competency-Based Curriculum in Two Agribusiness Tasks.	000070
	Competency-Based Occupational Instruction—Inservice Models.	000068
	Consortium of Vocational Educators and Employers (COVEE) Work Program 1979-80.	000001
	Demonstrate How Schools Are Delivering Vocational Instruction Using Competency-Based Curricular Methods.	000071
	Developing and Demonstrating a Mining Occupations and Land Reclamation Program for Secondary Schools.	000054
	Experienced-Based Education.	000063
	Health Occupations Education Planning Project (Continuation).	000050
	Illinois Vocational Technical Education Consortium of States (V-TECS) Study—Phase 2.	000069
	Implementation and Demonstration of a Marketing Program.	000058
	Implementation of Field-Tested Uses of the Computerized Vocational Career Information Program, 'Career Spectrum'.	000062
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ORGANIZATIONAL RESOURCES

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Adult Education Lifelong Learning: The Adult Years
Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20036

Aging and Work: A Journal of Age, Work and Retirement
National Council on Aging, Inc.
1828 L Street, NW
Washington, DC 20036

Agricultural Education
Agricultural Education Magazine, Inc.
806 Cambridge Road
Blacksburg, VA 24060

Business Education World
McGraw-Hill, Inc.
Princeton Road
Highstown, NH 08520

Canadian Training Methods
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario, M4S3M7 CANADA

Canadian Vocational Journal
251 Bank Street
Suite 608
Ottawa 4, Ontario, K2P 1X3 CANADA

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustavus Adolphus College
St. Peter, MN 56082

Educational Technology
Educational Technology Publishers, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Elements of Technology
Chesswood House Publishing Ltd.
542 Mt. Pleasant Road
Suite 103
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Home Economics Research Journal
American Home Economics Association
2010 Massachusetts Avenue, NW
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Industrial Education
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Industrial and Labor Relations Review
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Six departments comprise ECS: Elementary/Secondary Education, Postsecondary Education, Research and Information, Communications, Planning and Development, and Administrative Services. These departments administer projects on educational issues including migrant education, school finance, rural education, desegregation strategies, and alcohol abuse prevention.

The function of ECS fall into two broad categories. One is the identification of critical broad-based education issues or problems facing many states or the federal government. These topics are studied; then, policy recommendations are developed and disseminated for use by state or federal policymakers. The second category of ECS work is service to the states which includes providing research information, answering questions, producing and distributing publications, and providing technical assistance to the state educational agencies.

In its work with the states, ECS serves as a forum, resource, and a catalyst. It provides information on state-related activities, and when appropriate, it suggests options and alternatives to meet specific needs. The commission also serves as a liaison between states and the federal government.

As an information service, ECS maintains a resource center of over 2,000 titles of books, pamphlets, speeches, and reports. Published and unpublished papers are included in this collection as well as over 150 educational periodicals. ECS will answer inquiries and provide consulting, references, and duplication services. Referrals to other information sources are also made. ECS lends materials and permits onsite use of its collection.

ECS also publishes materials on education-related topics. *Compact*, a bimonthly magazine, focuses upon education and politics in the states. Coverage includes nationwide issues and their implications on a state-by-state basis. *Legislative Review* is a four-page newsletter containing information about current education legislation in the states. Monthly reports include *Higher Education in the States* and the *ECS Bulletin*. The *ECS State Leaders Directory* and *Survey of the States* are available annually. Other papers and reports are published on topics such as alcoholism, child abuse, corrections, early childhood, school finance, and equal education rights for women.

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